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TRAINING IN THE TRAINING COST ANALYSIS: TRAINING OF TRAINERS MANUAL

Prepared under
Contract Number: DHR-0000-C-00-8033

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Title: Training In
Training Cost Analysis

TRAINING OF TRAINERS

Office of International Training
United States Agency for International Development

Course Design, Training of Trainers Workshop, Agency for International Development, Office of International Training

Course Goal

To enhance the training design, development and delivery (platform) skills of those Mission personnel responsible for Training Cost Analysis (TCA) training activities within the Agency for International Development.

Course Objectives

Upon completion of this workshop, participants will be able to:

1. Describe and apply principles of adult learning in the design/delivery of a TCA workshop;

2. Describe the training process and the key elements of an effective TCA workshop;

3. Select appropriate training techniques to accomplish each TCA learning objective;

4. Develop instructional activities and materials needed to implement a TCA workshop; and

5. Present TCA training to participants.

TRAINING OF TRAINERS AGENDA

DAY ONE

1:00 p.m.	Introductions, Agenda, Setting the Learning Climate
1:15 p.m.	Theories of Adult Learning
2:30 p.m.	Break
2:45 p.m.	Key Elements for Effective Training: Designing a Training Program- Needs Assessment and Establishing Learning Objectives
3:45 p.m.	Developing Training: Selecting Appropriate Activities; Audio/Visuals, Graphics and Other Training Aides
5:00 p.m.	Closure

DAY TWO

8:30 a.m.	Facilitating and Coordinating Activities; Group Dynamics and Group Processing Skills
9:45 a.m.	Summary of Training Techniques, Trainer "Tips" for Effective Training
10:30 a.m.	Break
10:45 a.m.	The "Exceptional Trainer": Evaluating Performance- Design vs. Delivery
12:00 p.m.	Lunch
1:00 p.m.	Instructions and Timeframes for Practicum Development
1:30 p.m.	Practicum Development and Practice
5:00 p.m.	Closure

DAY THREE

8:30 a.m.- 4:00 p.m.	Practicums: Presenting the Training
4:30 p.m.	Closing the Training Session

PRACTICUM SCHEDULES, TRAINING OF TRAINERS

Schedule A	Schedule B
1. 8:30	8:30
2. 8:55	9:00
3. 9:20	9:30
4. 9:45 (Break at 10:10)	10:15 (Break at 10:00)
5. 10:25	10:45
6. 10:50	11:15
	Lunch - 11:45
7. 11:15	12:45
8. 11:40	1:15
Lunch - 12:05	
9. 1:05	1:45
	(Break at 2:15)
10. 1:30	2:30
11. 1:55	3:00
12. 2:15	3:30
(Break at 2:40)	
13. 2:55	

The above schedules are arranged to accommodate the Practicum presentations. Schedule A is based on 13 participants; Schedule B is based on 12 participants. Participants will draw numbers 1-12 out of a hat to determine when his/her presentation will be delivered.

Course Design, Training of Trainers

Major Content Areas

Trainer Competencies, Faculty Development Program

The competency list established as part of the Faculty Development program for the U.S. Department of Education and the American Society of Training and Development will be discussed and used as a basis for A.I.D. course development (see competency list, page seven).

Principles of Adult Learning (Objectives 1 and 2; Competencies A,B, and C)

Because adults bring to a training session a wealth of experience, they also bring their own values and expectations. Learning is emotional as well as intellectual. Participants will discuss their perceptions about the adult learner and the importance of designing a training program based on the needs of the adults whom they will be training. An additional aspect of adult learning is the impact of the environment on the learner. This segment of training will address the role of the trainer in establishing a positive learning climate.

The trainer's style and the needs of the targeted population will determine the best approach to training design and delivery. Trainer-centered and participant-centered instruction differ in the amount of control the instructor has over the training. This segment of the workshop will assist A.I.D. trainers in both design and delivery of training programs. Participants will discuss pertinent information necessary to begin to design programs such as the identification of themes and perceived and actual needs of the trainees. Additionally, some discussion will occur regarding the packaging of training materials.

Training Design, Development and Delivery (Objective 3; Competencies B and C)

The use of the Six-step Training Process as a model will be integrated throughout the remaining segments of the training of trainers. This training process includes six key elements which make for effective training programs: needs assessment, setting objectives, designing programs, development of materials, delivery of training, and evaluation of training. Each element will be discussed as to its application and/or relevance to each trainee. Materials will be given to the trainees which reflect varying styles to assist them in tailoring programs to the specific needs of the population targeted for their training programs.

<u>Presentation Skills</u> (Objectives 4, 5,and 6; Competency E)

Presentation skills are those skills which enable a trainer to transfer information, usually through lecture/lecturettes, panel discussions, and demonstrations and through effective communication skills such as active listening skills during question/answer sessions. Presentations are important when it is necessary to transfer background knowledge in preparation of experiential exercises; in presenting theory or concepts; and/or when working with a very large group. The development in this skill area will be the primary emphasis for the trainee's participation in the practicum session.

<u>Coordination and Facilitation Skills</u> (Objectives 4,5, and 6; Competencies F and G)

A good trainer must be competent in group processing skills. Coordination and facilitation skills are necessary when setting the learning climate, giving instructions for a structured exercise, processing small and large group discussions, and conducting brainstorming exercises. These skills are also important in facilitating or coordinating roleplays, and discussions based on the use of case studies, and question/answer sessions which require trainer intervention. The emphasis on this segment of training will be in the ability of the trainer to be a good facilitator.

<u>Audio/Visual Techniques</u> (Objectives 4 and 5; Competency D)

The emphasis on audio/visual techniques in training will be how and when to use certain visuals. The workshop will offer participants good "tips" for making visuals appropriate for the training design, non-sexist and without racial bias, and that are attractive and don't overload the vision of the viewer. Additionally, this segment will focus on the use of "visible/non-visible" markers when making flip charts. The various audio equipment available to trainers will be discussed.

Training Techniques (Objectives 4 and 5; Competencies A through G)

By the end of the second day of training, trainees will have experienced the use of several training techniques which involve participants in training. The use of these techniques will be evaluated by the trainees and through small group discussions (buzz groups) a list of "tips" for trainers will be generated for application in their jobs and for use in the practicum. Not all techniques are used by trainers within A.I.D., therefore, more emphasis will be in the use of the lecture, discussion, exercise, and case study.

Practicum (Objective 6; Competency E)

During the afternoon of the second day of training, participants will be given the opportunity to work one-on-one with the lead trainer to develop a twenty minute training segment in which the participant will be expected to apply his or her presentation skills. This practicum will be delivered to and critiqued by the large group. It will also be videotaped and the tape used during a follow-up feed back session after the training. Participants will be given guidelines and are encouraged to use any subject for which they are expected to design, develop, and/or deliver training in the near future. Prior to the development of the practicum, trainees will discuss the criteria for a successful evaluation. This criteria will be the criteria used by the large group in their critiques.

Training Strategy

The TCA Training of Trainers is designed to provide individuals whose functional responsibility is training with information and skill development that will assist them in improving the quality of training services provided. It is anticipated that participants will apply their newly acquired skills in actual training design, development and/or delivery. The training will be participant-centered to promote the sharing of the trainees' experiences and encourage the participants to have some ownership of the training. The lead trainer will use all techniques available to assist in the development and/or enhancement of training skills.

Course Format

The TCA Training of Trainers Workshop will be a participant-centered training program. The workshop will be two and one half days in length. The segments will be divided into design, development and delivery of training. Participants will be given two fifteen minute breaks and an hour for lunch. The delivery aspects of training will focus on the application of essential platform skills necessary to be a successful trainer, especially mastering presentation, facilitation, and coordination skills and competencies.

The final segment of the training will provide time for a Training Cost Analysis practicum development by small groups of participants for delivery to the large group. This will be a highly structured portion of the training and an evaluation instrument will be developed by the training group for use in a critique of their practicum and skills.

Workshop resource materials and a TCA Trainer's Guide will be given to each participant containing workshop materials, visuals, and a section to allow for note-taking. Course materials will be A.I.D. specific whenever possible.

Trainer Competencies

A ADULT LEARNING UNDERSTANDING

A-1 Demonstrate the ability to identify training situations which contradict the principles of adult learning, and to suggest appropriate corrective actions.

B TRAINING AND DEVELOPMENT TECHNIQUES UNDERSTANDING

B-1 Identify the four major dimensions of training delivery.

C TRAINING PREPARATION SKILLS

C-1 Demonstrate the ability to identify the major themes in a training program.

D AUDIO/VISUAL SKILLS

D-1 Demonstrate the ability to operate overhead projectors, 16 mm projectors, cassette players, VTRs and slide projectors.

D-2 Demonstrate the ability to organize and prepare overhead transparencies and/or flip charts effectively.

E PRESENTATION SKILLS

E-1 Demonstrate the ability to present information clearly and smoothly, with good animation.

E-2 Demonstrate the ability to give clear verbal instructions.

E-3 Demonstrate the ability to organize the trainer's space, handouts, audio-visual aides and materials neatly, efficiently and effectively.

F GROUP PROCESSING SKILLS

F-1 Demonstrate the ability to establish and maintain an interactive training environment.

F-2 Demonstrate the ability to utilize a variety of standard training techniques, including lectures, exercises, small and large group discussions, case studies, and role plays.

G SUMMARY AND FEEDBACK SKILLS

G-1 Demonstrate the ability to relate discussions to the major themes of a course.

INTRODUCTION

The purpose of the Training of Trainers manual is to establish a consistent, though flexible, set of standards for the development of training courses and training materials. This manual:

- Views training as an intervention.
- Provides a narrative description of the entire process of course development.
- Specifies the sequence and minimal requirements for A.I.D. courses.
- Presents examples of instruments for monitoring course development.

Training Defined:

Training might be defined as a special form of education in which the enhancement of knowledge and understanding is combined with the development of certain specified skills to accomplish an overall management goal. In its purest form, the dual purposes of training have long been part of the traditional educational system. Traditional education in professional programs usually involves course work and practical application for trainees. Over the past few decades, this educational form has been adopted and modified as a management approach to increasing employee productivity, to responding to particular skill deficiencies within organizations, and, on a broader scale, to relieving specific human resource shortages.

Adaptations for Use as a Management Tool

The principle adaptations of this educational form that have been made in its application as a management tool include:

1) the use of highly structured learning experiences designed to reduce the amount of time needed to establish cognitive bases and to translate these into behavioral change;

2) the formatting of the learning experiences into packages of instruction to reduce the required expertise of the instructor and to make learning experiences replicable; and,

3) the development of evaluative procedures to assess the costs, benefits and outcomes of the learning experience.

Each of these adaptations reflects pressing management concerns for time and cost efficiency that generally do not pertain to the setting of traditional education.
While training has been adapted as a management tool to eliminate the time and cost inefficiencies of traditional education, it is not the only tool available. Training remains, despite its relative efficiency, a labor intensive and costly enterprise. Training addresses knowledge and skills; it does not, however, necessarily address either the organizational context in which knowledge and skill will be applied or the motivation of people who will be trained to use the new knowledge and skill. Training then is viewed as an intervention by organizations to assist in the educational process. Other interventions available to management more directly address these issues of context and motivation. These include, but are not limited to:

- policy making or revising
- administrative information sharing
- technical assistance
- organizational development activities

These interventions, in combination with training, or in a sequence without training, may more efficiently and effectively address a particular need. When management adopts the training intervention, it is making the assumption that the problem at hand is a knowledge or skill deficiency, and that this deficiency is of sufficient importance to warrant the time and costs of training.

For the U.S. A.I.D., changes in policy, implementation of new policy, development of information systems and the administration of State grants often require some type of training intervention.

Defining the Need for Training

Because of the inherent difficulties in precisely defining needs, especially in large and dispersed organizational systems, training may be applied inappropriately or may be delivered at an inappropriate time. For example, training may be applied inappropriately when a problem thought to be a skill deficiency is in fact an organizational problem that prevents employees from using their skills. Conversely, when a management problem is viewed primarily as an issue of policy, training may not be applied or may not be applied until it later becomes evident that policy implementation is limited not by employee resistance but by employee understanding and skill. This is not to suggest that management problems are either clearly defined or have obvious answers regarding the desirability of training as an intervention. It is to suggest, however, that training is one of several interventions available to management when it engages in problem solving and that training may need to be applied in sequential combination with other interventions.

The decision to use training intervention may be complex. Curriculum development actually begins with the defensible choice of training as part of problem solving. The following description of training design elements discusses this process from needs assessment to the evaluation of training.

Training Design Elements

The costs and complexities that follow the decision to apply training intervention demand that the process followed be selected to eliminate as many uncertainties as possible to ensure that the ultimate training delivered will accomplish its objectives. This process is broken down into six steps:

1. Needs Assessment
2. Setting Objectives
3. Curriculum Design
4. Curriculum Development
5. Course Delivery
6. Evaluation

Each of these steps is discussed in the Training Cost Analysis Training of Trainers. Each topic is supported by resource materials which have been included in the manual.

ELEMENTS OF EFFECTIVE TRAINING DESIGN

- Determine trainee background. Know the educational level and professional background of your targeted audience. This can be determined during the needs assessment process.

- Consider learner needs. Know the principles of adult learning and the demand by participants to experience direct on-the job application.

- Set training objectives. Make certain the objectives are measurable and focus on what the participants will be able to do as a result of the training.

- Structure training format (sequencing). Structure the exercises in a manner in which one activity builds upon the previous one (pyramiding); as the events would appear during a cycle (real life or real world); the first activity presents a big picture and the remaining activities relate to that overview (deductive) or follow an experiential exercise with a discussion (inductive). Begin training with a sharing of objectives and agenda to allow participants to buy into the training. Avoid redundant activities (six buzz groups on the first day of training).

- Select training techniques. Choose techniques which simulate the training outcomes (on-the-job skills) specified in your objectives.

- Assess Trainer Abilities. If you are designing training which you will deliver, design activities you feel confident you can conduct. If you are designing training for other trainers to deliver, be reasonably certain that other trainers can conduct activities effectively.

- Use Available Resources. Tap all available resources for videos, slide-sound, and other audio visual technologies. Including as a speaker a technical assistance representative from a Federal agency or private industry who has expertise in the program content can be a valuable asset to your training program.

- Address Environmental Issues. Don't leave anything to chance when arranging your training site. When presenting in a Federal Agency, you have little control over the environment. However, it is important to arrange for coffee breaks, proper lighting and ventilation. Establish a warm and comfortable learning climate.

- Develop an Evaluation. Feedback is an important part of training design. Give participants an opportunity of evaluate the content of the training program as well as the performance of the trainer(s). A mid-point evaluation should be conducted during the training program.

PRINCIPLES OF ADULT LEARNING

The working adult does not perceive the act of learning as compulsory. The adult makes choices based upon the personal relevance of the subject matter whether it be for career, self-improvement or for fun.

The adult typically insists that the learning have fairly immediate application.

For the adult learner:

- **Learning is active.** First-hand experience or analysis is more effective and retained longer than spoon-fed facts.

- **Learning cannot be forced.** Adults learn what they want to learn.

- **Learning occurs inside the individual.** Each person learns different things during training, even if the "teaching" is the same for everyone.

- **Learning should be reinforced.** People learn more when trainers acknowledge their "correct" responses.

- **Learning happens at different levels.** Knowledge or understanding about concepts or theory can be totally separate from operational skills in the same subject.

- **Adults can help each other learn through sharing experience.** This happens when people participate with one another in learning activities.

- **Learning is emotional as well as intellectual.** Pleasant learning experiences can enhance learning and retention.

Name________________________

TRAINING OF TRAINERS
PARTICIPANT SURVEY FORM

Instructions

Please complete each item below. This information will be used only by the course instructor in the TCA Training of Trainers workshop.

1. Please indicate your prior experience in training delivery by placing a check mark ( ) next to each item which represents experience you have had. Check as many items as apply.

I have:

_____ Taken prior courses in training design and/or delivery skills.
_____ Served as a trainer or co-trainer for a training session of at least one hour's duration at least once in the last year
_____ Designed training sessions and/or training materials during the past year (even if someone else actually taught the session)

2. Please describe the training you are responsible for designing or delivering by placing a check mark ( ) next to each descriptor that applies. Check as many items as apply.

Size of Training Audience: I am responsible for training groups of:
_____ 10 people or less
_____ 11-25 people
_____ 26-40 people
_____ more than 40 people

Length of Training : The training I design/deliver is:
_____ 1 hour or less
_____ Between 1-2 hours
_____ Between 2-8 hours
_____ Longer than 8 hours

Content: The training I design/deliver is aimed at:
_____ Giving out information
_____ Teaching specific behavioral skills

3. Please describe in the space below (or on the back) the specific training assignment you have or will be given that has led you to take this course.

PRACTICUM

The practicum is a significant part of the Training of Trainers. It provides an opportunity for each participant to practice training presentation skills in a controlled, supportive environment. The last day and one half of this course is devoted to Practicum sessions. During these sessions, participants work in small groups (each group consists of five or six participants) and take turns practicing various training skills. The process for each practicum session is as follows: One group member acts as trainer for the group while the others act as participants. The person designated as trainer conducts a Training Cost Analysis lesson or a part of a lesson and the other group members respond appropriately to the trainer as participants. Upon conclusion, another group member becomes the trainer and the process is repeated.

The Practicum session is designed to allow each participant opportunity to practice the relevant skills in conducting a small part of a Training Cost Analysis lesson. The lesson plan need not be elaborate, but should be sufficiently detailed that the participant feels confident in conducting a lesson on the basis of the plan.

Each participant needs to prepare a lesson plan to use in the Practicum session. The lesson should take no more than twenty minutes to conduct and should consist of the following:

1. Warm-up — 3-5 minutes

   Warm-up as used here relates to a brief activity led by the trainer which arouses interest in the lesson and which encourages two-way communication between trainer and participants.

2. Presentation — 9-12 minutes

   Presentation refers to communication by the trainer of relevant concepts and principles to participants. The presentation may include a learning activity. A learning activity involves relevant practice of concepts and principles communicated in the presentation.

3. Summary — 1-3 minutes

   The summary is a statement which brings closure to the lesson.

The Practicum will be most useful to you if the mini-lesson is related to the subject matter of the course you will eventually teach. In choosing a topic, keep in mind that the subject must be limited to keep within the time constraints. Be aware that if you include an activity in your presentation, your activity should involve other trainees in direct practice of presented concepts and principles. The activity will, of course, need to be brief as there is only fifteen minutes allotted to the presentation portion of the practicum.

GUIDELINES FOR PREPARING LESSON PLANS

Warm-up

When a person begins a new activity, s/he does not function at maximum efficiency until some level of comfort is reached. This comfort may be reached with the use of a training technique called a warm-up. Providing a warm-up for learners helps them perform better in learning activities which follow.

There are two kinds of warm-up activities commonly used in training: social and topical. Social warm-ups help participants make the transition into the training environment. Social warm-ups are usually aimed at establishing the relationship between trainer and participants and among particip nts.

Topical Warm-ups help participants begin thinking about the new topic for training. It allows opportunity for participants to recall what they already know about the topic and to get ready to associate the new information/skills/attitudes with already established learning.

Warm-ups are generally of short duration so that they remain in proportion to their function, which is to prepare participants to learn.

One type of warm-up activity is to ask questions. For a social warm-up the question can be simple - "How are you feeling today?" For a topical warm-up a good question might be "Have you ever been discriminated against?" or "What do you feel is the most important reason for developing an effective management information system?"

Another type of warm-up activity is to establish a problem. For example, in a basic data processing course, a trainer might tell participants that he has locked his keys in his car and he wants participants to write a short program on the steps to retrieving the keys.

Other warm-up activities are based on dramatized incidents. The trainer (and participants) presents a brief skit or relates a relevant story.

A final form of warm-up is to offer the incongruous, the unexpected. For example, in a training development course, the trainer might arrive in a clown suit and begin a discussion of the role of the trainer. The incongruous jars participants' normal assumptions about what will happen in training and forces them to suddenly become alert.

Presentations

Presenting is a process that trainers use to make clear to participants the concepts, principles, and models they are to assimilate in a learning activity. This process requires trainers to structure the material to be learned so that participants can absorb and retain it. It requires trainers to explain, clarify, exemplify, and demonstrate such material so that participants can learn it easily and readily.

Isolate one or two concepts that you want to present to the participants. (Remember that you are to have only a few minutes for the presentation so limit the ideas you will present.) Then consider how you're going to organize these concepts for most effective communication to participants. Think about how you will explain the ideas clearly and simply. The presentation will require the group processing skills discussed on Day One. These group processing skills include the trainer's ability to facilitate the learning of trainees and coordinate learning activities.

Facilitation is a process by which trainers assist participants to explore, develop and assess ideas and feelings. Using this process, trainers guide and promote learning, making it both easier and more harmonious for participants. As a facilitator, the trainer draws out ideas, encouraging full involvement, asking key questions. In this role, the trainer takes particular care not to dominate, lead or manipulate participants. Instead, the trainer seeks to reduce the distractions and digressions and helps to free participants to discover and assimilate significant concepts, principles and attitudes.

The facilitation part of your lesson plan will involve brief discussion of the concepts communicated to participants during the presentation. Consider how you will initiate the discussion. For example, will you ask participants a question, will you pose a problem, will you ask participants

NEEDS ASSESSMENT

Needs assessment asks the fundamental questions of what problem exists, who needs training and why do they need it. There are two basic methods of determining needs:

A. Perceived Needs Assessment, which asks those people performing functions within the organization what they need to learn and

B. Actual Needs Assessment, which asks sources other than the practitioner (e.g., supervisors, quality control monitors, service evaluators, etc.) what practitioners need to learn.

Perceived needs assessment, while on the surface the most direct way to find out what people need to learn, is costly and time consuming. In addition, the data generated may mingle what people need to learn in order to function in their current jobs with what they feel they need to learn in order to advance out of those jobs. The most severe limitation is that it can become a "wish list" for all kinds of personal and organizational changes.

Actual needs assessment is more strategically focused since it asks information sources who should be in a position to know what problems and skill deficiencies exist or will exist among practitioners. Its weakness is that it is equally biased. The opinions of supervisors about their employees' needs depends on the insight of the supervisor as well as the supervisor's oversight.

The ideal is a blend of the perceived and the actual.

Needs Assessments should be designed to gather three types of critical data:

1. Content

- What are the specific needs?
- What are concrete examples of these needs?
- What data verifies that these needs exist?
- How critical is each need?
- Is this in fact a training need (or would some other approach adequately address the problem)?

2. People

- Who has the needs?
- How many people share the needs?
- From which organizational levels?
- What is their previous training experience?
- What are their attitudes toward training?

3. Environment

- Where do groups of participants fall within the organizational structure?
- What organizational climate factors may impact on the way in which the training is received?
- Does the organization support training?
- Does the organization recognize the needs?

Conducting a needs assessment involves collecting, reviewing, and evaluating pertinent data. The following are methods or sources used:

- Observations
- Management Requests
- Interviews
- Group Conferences
- Committees
- Job Analysis
- Surveys
- Output Measures
- Long-range Planning

TRAINING SKILLS

Training skills are essentially a multi-step process that trainers use to establish an effective framework within which learning actions can take place successfully.

One of the most important skills is the ability of the trainer to establish a positive learning environment or climate.

Setting the Learning Climate is a sequence of actions that encourages participants to feel welcome and comfortable, alleviates anxieties, and establish harmonious working relationships between trainers and participants and among participants.

To set the learning climate, the trainer should:

- Review characteristics of participants. Know your targeted audience, where they are from, and their expectations for the course.
- Arrange the training room for physical comfort.
- Design an appropriate getting acquainted exercise or ice breaker.
- Determine ground rules and constraints for activities.
- Offer greetings to participants-introduce participants to trainers and to each other
- Use name tags and/or table cards.
- Provide for comfort of participants- assist them in finding suitable chairs and check on their comfort at regular intervals.
- Arrange for introductions-initiate a getting-acquainted exercise and provide support for shy or reluctant participants.
- Secure agreement on constraints and rules.
- Negotiate schedules.

LEARNING OBJECTIVES

Learning objectives are the foundation of training design and development. Formulation of objectives is the first step in the design process and focuses all subsequent steps on achievement of specific results.

An objective is a statement of what a successful learner will be able to do at the end of a learning experience.[1]

Learning Objectives Identify:

- the performance desired
  - a demonstration of knowledge or skill
- the conditions under which performance is to take place, whether:
  - on-the-job
  - in a practice situation
  - in an actual work situation
  - in a classroom
  - with or without supervision or assistance
- the criteria of acceptable performance, whether:
  - a degree of accuracy
  - a time limit
  - a number of repetitions in a period of time
  - an expert's judgement of satisfaction

Objectives provide the information necessary to plan and evaluate the results of a learning experience.

[1] Preparing Instructional Objectives, Robert F. Mager, Pittman Learning, Inc., Belmont, California, copyright 1975

WRITING BEHAVIORAL OBJECTIVES

The following are not behavioral verbs:

to know	to be familiar with	to recognize
to think	to sympathize with	to be aware of
to enjoy	to increase his or her interest	to comprehend
to remember	to develop an appreciation of	to have knowledge of
to perceive	to gain a working knowledge of	to really understand
to understand	to develop conceptual thinking	to be acquainted with
to appreciate		

The following are behavioral verbs:

to write	to splice	to install
to recite	to tie	to repair
to find	to coil	to remove
to solve	to throw	to construct
to list	to solder	to differentiate
to state	to identify	to demonstrate
to choose	to conduct	to answer orally
to name	to express	to locate and operate
to trace	to explain	to answer in writing
to adjust	to classify	to ascend and descend
to match	to select	

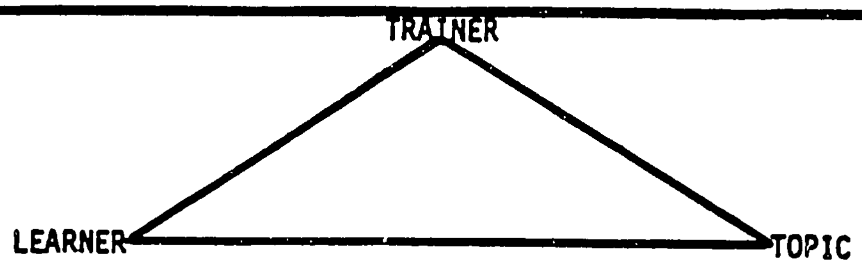
PRACTICE OBJECTIVES

Evaluate the following objectives according to:

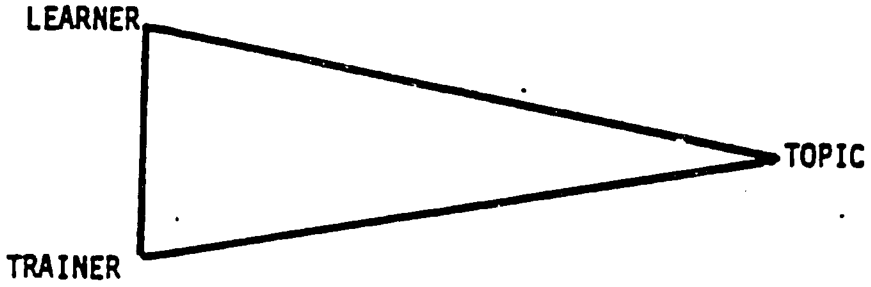
- Do they identify desired performance, conditions and criteria?
- Do they use behavioral verbs?
- If not, how would you correct them?

1. To understand the principles of salesmen.
2. To know the plays of Shakespeare.
3. The student must be able to understand the theory of evolution. Evidence of understanding will be obtained from a written essay on evolution.
4. The student must be able to correctly name each item depicted by each of a series of 20 blue prints.
5. The student must know well the five cardinal rules of homicide investigation.
6. The student must be able to fill out a standard accident report.
7. By January 5, 1986, 90% of the secretarial staff in training will demonstrate competence in typing by typing at the rate of 65 words per minute.

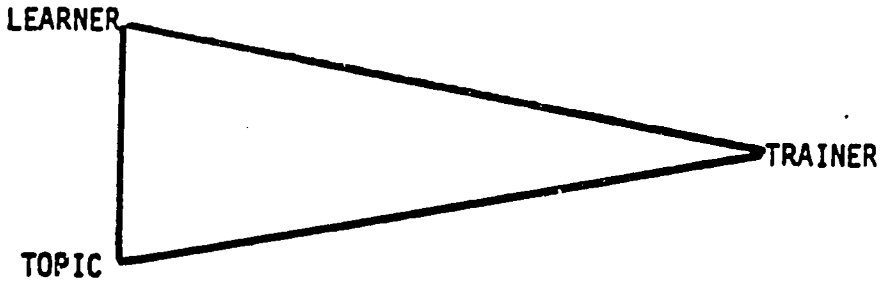
TRAINING TRIANGLE - EQUILATERAL



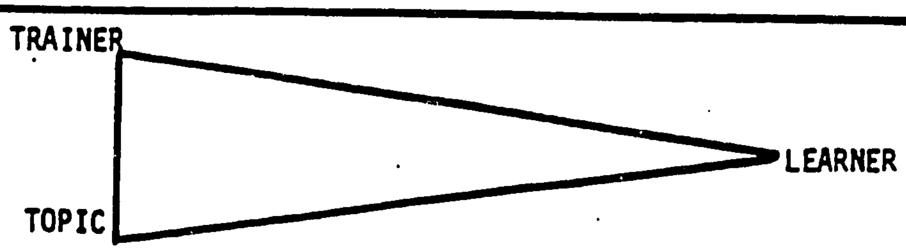
TRAINING TRIANGLE - TOPIC DISTANT



TRAINING TRIANGLE - TRAINER DISTANT



TRAINING TRIANGLE - LEARNER DISTANT



CHECKING THE PROGRAM DESIGN AGAINST OBJECTIVES

The following checklist provides a general guide for design evaluation:

1. Were the program objectives stated in clear, specific terms?

2. Were the objectives measurable, realistically attainable, and performance oriented?

3. Was the design flexible enough to be adapted to different student needs and abilities?

4. Did the design embody adult training methods?

5. Did the design incorporate a method of testing the students to determine what they learned?

6. Will what the student learned satisfy job requirements and management expectations?

7. Did the design reasonably fit the money budgeted for the program?

CHOOSING TEACHING TECHNIQUES

Teaching techniques are the wide variety of approaches that are the vehicles for your interaction with your learners. They include the physical setting, warm-up activities and the ways in which you present the course material to your learners. Things such as projectors, overheads and video are discussed later in *PART 5*.

Before you decide on a certain teaching technique, consider these factors:

1. Is the technique suited to your objectives?

   What do you want to accomplish by using it? Is it to entertain, relax, impress, arouse, stimulate or inform your class? Are you planning to have them acquire new skills and new information or are you exploring attitudes and feelings? Each area has its own appropriate teaching technique.

2. What can you do well?

   Base your instruction on your strengths! Stick to techniques that you are comfortable with and venture into new ones with caution and vigour. When I try something new I usually tell my class: "I think this would be fun and will help us learn. I haven't done this before (or only once) and I need your help and cooperation." The success of the new technique now becomes the shared responsibility of all the people in the room.

3. Can your students use the technique?

   Do they know how to make the best of this teaching technique? Have they ever been exposed to it? Was their previous experience a good one? In some cases, such as small group discussions, projects and practice sessions, you may have to spend some time explaining the procedure and advantages of a technique before it can be used effectively.

4. What are your class expectations?

   Pet techniques can be hazardous to your health. I once spent many weeks "battling" with trainee instructors to make them adopt my style of teaching/learning. I had decided that a mixtures of discussion/reflection/sharing-type techniques would be best for them. Only when I made the problem the answer could I begin to enjoy my work again. The problem? My students were reluctant to discuss and reflect, mostly because they had had little previous experience to base such activities upon. The answer? I asked them early in the course how they felt the course should be conducted. They expected to be given "lots of information", some "practical hints", my own "tricks of the trade" and some help with teaching problems. The moment I switched from my pet techniques the battle was over; I could rest more easily and my students, so they said, learned more.

5. What are your physical restraints?

   It is virtually impossible to use group discussions in a fixed-setting lecture hall. But, it is possible to ask two people to turn to the two behind them and form a "buzz group". Role playing could also be used to give participants a chance to experience the world from someone else's viewpoint, but it takes a great deal of time. If you wish to be close to your students and establish personal rapport, a 200-people lecture theatre would make you quite frustrated. An inspection of the assigned room may influence your choice of technique; so would class size, time limits and a cramped course outline.

6. Setting the stage.
"Next week we'll try something different. My last class enjoyed it when we ..." Or, "Tonight I have planned a change in your routine," By telling your students what to expect, how they could benefit from involvement and how we are going to proceed, we can reduce the apprehension and anxiety that occurs whenever something new happens, particularly, if this new thing asks them to change from being passive to being active. Some instructors like to "spring" a new technique on their class without warning, counting on just that anxiety to bring about some action. I do this only with a group that knows me and with whom I have the time to discuss the new technique afterwards.

THE SUITABILITY OF ALL TECHNIQUES IS RELATIVE.

A film may do a better job than a lecture and a field trip may be more educational than an entire textbook. A handout in point form can take the place of students copying chalkboard notes. Some kind of action in the classroom, (discussing, doing, questioning) can often take the place of the trial and error of real-life experience.

Objectives and Techniques

Together with the points above you can use the chart that follows to help you determine which technique to use and when to use it. Of course, one teaching technique often goes well with another. A lecture could be interspersed with buzz-groups, followed by a practice session, a group discussion and then a summary lecturette from you or a student.

CONTINUUM OF TRAINING METHODOLOGIES

TRAINER-CENTERED LEARNING	LEARNER-CENTERED LEARNING
- Dependence on Trainer	- Dependence on self/ each other
Information, Knowledge	Behavior, Attitudes, Insight
Cognitive	Experiential
Passive	Active

Lecture Readings Films Programmed Instruction Panel - Forum	Case Study Group Discussion Brainstorming	Role Play Games Simulations Demonstration Practice	Sensitivity Training Laboratory Education

PANEL FORUM: using experts expertly

Can be used to:

1. Expose the expertise of outside persons to the learning group by having the experts discuss an issue in front of the class.
2. Cast the learners in the assumed role of "expert" and thus help fellow learners to learn from their research and expertise.
3. Temporarily put the spotlight on persons other than the instructor.
4. Provide for structured interaction between panel and audience.

GROUP SIZE:

Any number in the audience; panel not more than

TIME REQUIRED:

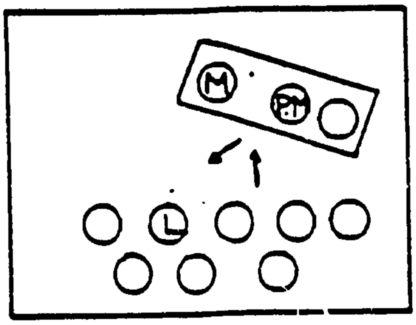
Any length. If outside resource persons are used this should last long enough to warrant their time and effort.

PHYSICAL SETTING:

M - moderator, could be instructor, student or guest.

PM - panel member

L - learners



STEP-BY-STEP PROCEDURES:

1. Select panel members and have them agree on a topic or a number of questions to which they are to speak.

2. Inform panel members of their functions, the purpose of the event, and the names and backgrounds of their fellow panelists. This can be done by telephone.

3. If learners are to be the experts, go through the same procedure. You may wish to invite certain people to be panelists, or make it strictly a voluntary act.

4. Meet with panel members (all together if that is possible) to review questions and procedures.

5. Help your class to prepare for the event by independent research, through readings, discussions, etc.

6. When the hour arrives:

   (a) arrange furniture, get help from your students,
   (b) introduce the panelists,
   (c) act as moderator to keep things going and on task. Try not to dominate the discussion. Get the most from your panel.

7. During or after the panel presentation and discussion, it is up to you to initiate, direct, summarize and close a discussion between the panel and class members.

VARIATIONS:

1. I have asked my class at the outset of a course to prepare (from a selection of topics) to be the experts at a certain stage of the course. Thus it became a course requirement and involved everyone. Instead of myself being the source of information at different sessions, 2 to 3 students took over the role "acting" as the experts.

2. Just as with a lecture or a film, this method is most useful to the audience if they do not remain passive for too long. Buzz groups, brain storming or small discussion groups should be used immediately to connect the panel to the other people in the room.

CAUTION:

As the Moderator avoid special interest arguments that can occur with certain panelists protecting and glorifying their pet position on an issue or topic. You have to act as a diplomatic traffic cop.

If you do not plan for, and permit, a panel-audience interaction this can be a very dry event. Check the IDEA CHART for possible techniques.

Perhaps the oldest and most common form of instruction is the lecture. It may be defined as "an activity that does not require student participation." [1] Because learner involvement is not required, this form of teaching can be relatively inefficient unless the trainer employs techniques (requiring note taking, using communication aids, etc.) to hold interest.

CRITERIA FOR USING THE LECTURE

The lecture method is chosen as a teaching vehicle many times because it is the style to which the trainer is accustomed.

Harold Zelco, Professor of Speech at Pennsylvania State University, lists five major considerations that will influence the decision to use the lecture in a given situation:

1. Trainer knowledge and expertness in relation to group knowledge and experience with the subject is a major factor. As a general ground rule, the more the trainer knows of the subject and the less the group know the more he or she should consider the lecture method.

2. The size of the learning group is another factor in deciding whether to lecture. If the group is large, certainly the lecture would be the initial method, followed by some kind of smaller group activity. There is no exact cutoff point on this criteria, but when the size is above 20, the lecture should be considered.

3. The time factor is also a major consideration. The lecture can deal with more facts, principles and concepts in shorter time than it would take to teach the same material by another group method.

4. The availability of reading and teaching materials may be a factor. When the group is not knowledgeable on the subject, but there are good cases, incidents, films, texts or other materials at hand, the group may be able to study these and become sufficiently informed in advance of the training session so that the conference-discussion method would be used.

5. The nature of the information to be conveyed, or the general training objective, may influence the method of instruction. There is some evidence in education and training pedagogy that straight factual, descriptive or explanatory material may be learned by direct absorption by the learner whereas principles and concepts, such as those dealing with developing attitudes and human behavior, may best

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[1] Martin M. Broadwell, The Supervisor as an Instructor. (Reading, Mass.: Addison--Wesley, 1970), p. 111.

be learned by participation of the learner during the training period.

Some examples of typical training subjects and objectives where the lecture might be effective as meeting these major criteria are these:

Orientation to company history, organization, policy, and products.
Explanation and/or demonstration of products.
Explanation and/or demonstration of how a product (machine, apparatus, gadget, etc.) works.
Explanation of principles or concepts of economics, fiscal policies, or company public relations policy.
Explanation of a system of filing or other clerical operation.
Information about new or changing company developments, resear: goals, plans or policies.

Subjects like some of the above might be covered in speaking to employee groups in in-service training programs; to higher level management groups at the start of a conference where discussion will follow; or to a wide variety of public groups in talks outside the company.[2]

COMPONENTS OF A GOOD LECTURE

Effective lectures have three basic requirements in common. These are:

(1) Stimulation of group interest.
(2) Good organization: clarity of purpose.
(3) Good presentation to the audience.

Without all of these components being present, few listeners will bother to follow what the speaker is saying.

Advantages

With these criteria, some additional advantages are gained.

1. Direct
2. Time saving.
3. Facts presented in orderly manner.
4. Accommodates large audience.[3]

[2]Robert Craig and Lester R. Bittel, Chapter 8, The Lecture, Harold P. Zelco, Training and Development Handbook, (New York,: McGraw-Hill, 1967), pp. 142-[illegible]

[3]Calvin P. Otto and Rollin O. Glaser, Chapter 12, The Management of Training (Reading, Mass.: Addison-Wesley, 1970), p. 190.

READING A BOOK PROACTIVELY ★

Can be used to:

1. Help learners make discriminative use of printed resources.

2. Change a book from being a one-way transmission of information to a resource for self-directed inquiry.

GROUP SIZE:

Any. The instructions can be given to the learners in writing, thus permitting individual use of this approach.

TIME REQUIRED:

10-30 minutes. The time required to "read" a book will become shorter as the learner increases his experience with this method.

MATERIAL:

Ask learners to bring to the session an informational book that has a dust jacket, table of contents, and an index. (Instructor should have an extra few books for those that forget.)

STEP-BY-STEP PROCEDURE:

The following guidelines are taken from Malcolm Knowles, Self Directed Learning, pages 106-107.

(a) In opening the session, explain the rationale and objectives of the exercise.

(b) It adds zest to the exercise if you suggest that each participant exchange his or her book with another participant, so that each is working with an unfamiliar book.

(c) Ask the participants to take the following steps:

   (1) Turn to the front of the dust jacket and read what the publisher has to say about the purpose of the book.

   (2) Turn to the rear of the dust jacket and read what the publisher has to say about the author and his or her qualifications to write such a book.

★ "Pro" means before, thus, proactive means before taking action.

BRAINSTORMING

Brainstorming can be used to generate a large number or ideas to solve a problem or suggest new ideas. It often gets students involved in the learning and generates high energy and creativity. It can be done with groups of 6 to 30 (the larger groups should be broken down into several smaller groups). All students gather round a flipchart or chalkboard. One person is the recorder and writes down all of the ideas generated. Following these guidelines:

--ALL ideas are welcomed. Go for quantity not quality.

--The wilder the ideas the better. It is easier to "tame" a wild idea, than create new ones.

--Build on each other's ideas.

--No criticism is allowed. DEFER judgement.

--stop when ideas run out.

After a 2 minute warning, call time on the brainstorming. Each group shares their lists. From the ideas listed select 3-4 that seem to meet criteria and develop them further. It is best to identify the selected ideas rather than crossing off ones <u>not</u> selected.

BRAINWRITING: Have students sit in a circle or around a table. Each has a piece of paper and writes three ideas on it about the problem or topic being brainstormed. Without any conversation the students exchange papers, read the ideas on the new paper and add three new ideas. Continue until time is up or ideas stop flowing. Read or colate the ideas and select 3-4 in the same way you would for brainstorming.

GROUP DISCUSSION GUIDELINES

Group discussions are important in training and can be used to:

- Utilize the creative resources of learners
- Explore applications of content to learners' environment
- Obtain feedback on level of understanding of a topic
- Help students to express, present and defend their ideas
- Break up long training sessions, allowing learner/trainer interaction and learner/learner participation

Size:

8-15 or so seem to work best; if the class is larger sub-groups may be used.

Time:

10 minutes to several hours; depending on purpose of the discussion and time available.

Physical Environment:

Participants should be able to see and hear each other easily. Usually a circle of chairs or a large table is effective. Environment should be free from outside distractions and noise.

Getting The Discussion Started:

- Determine and announce the topic for discussion and any time constraints.
- Clarify your role as facilitator of discussion rather than "teacher."
- Have a few starter questions or statements prepared to get things going in the direction you want: Open, overhead questions usually work.
- Listen carefully with interest to each contribution; avoid too much approval/disapproval of any one idea and risk silence at some points.

Controlling The Discussion:

- Encourage silent members to participate.
- Dominant members (or those who find it easy to speak up on any topic) often want to show their knowledge and skill in the group. They can be managed by thanking them for their contribution AND asking for contributions from others. Sometimes non-verbal behaviors such as leaning backward and reduced eye contact with a dominant member helps; especially when paired with looking to others.
- Be prepared to summarize, clarify things when the discussion gets muddled or off track -- try not to summarize using your opinions.

Closing the Discussion

- Summarize or review topic and main points: or have a learner do it.
- OR state the outcome or importance of the discussion to you and others.
- Thank group members for their contributions; leave open that some may have new ideas later.

THE CASE STUDY METHOD

The case study method is used in management education when the learning objective is to provide students with a business problem for their individual analysis and group discussion. Wide ranges of approaches and skills can be brought forth from the learners by challenging them with the problem the case presents.

WHAT IS A CASE

A case is a presentation of a problem in a business situation. It may be oral, written, or filmed and can cover specific operating problems or areas; or general problems such as communications human relations, and managerial styles. Cases may be presented in depth and complexity, or they may be quite short and simple. However, all cases have one common characteristic: they present a problem to the learner which must be solved.

CRITERIA FOR EFFECTIVE CASES

Calvin Otto and Rollin Glaser cite eight criteria as being basic to the construction of cases.

1. The case is based on firsthand observation for realism.
2. It is based on facts, not opinions disguised as facts.
3. It shows more than it tells.
4. It provides organized information.
5. It shows formal and informal interpersonal relationships.
6. It describes key people in the case.
7. It reveals the effect of change.
8. It indicates that the situation was changing when observation stopped.[1]

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[1] Otto, Calvin P., and Glaser, Rolin O.; Chapter 19 in The Management of Training, (Reading, Mass.: Addison-Wesley, 1970), page 325.

ADVANTAGES AND LIMITATIONS OF CASE USAGE

Advantages

1. The case method allows learners to sharpen their analytical ability by projecting them into a situation which requires their considered input to solve.

2. The subsequent group discussion allows an exchange of ideas, views, and opinions.

3. Individuals begin to get new approaches to solving problems and gain insight into their own habits of thinking, viewing, and interpreting situations.

The occasional use of cases provides other advantages:

4. Particular points made in lecture can be highlighted by use of case studies.

5. New ideas and principles can be tested in more concrete situations.

6. Learning can be tested.[2]

Limitations

1. Cases, to be effective, must be studied by the learner because they may be complex and there may be a number of cases over a period of time. Sufficient study time must be provided.

2. Some learners are apathetic to case discussion, preferring that the instuctor present all material and conclusions. Conversely, especially interested or imaginative learners tend to give all the correct answers allowing the rest of the group to "coast".

3. The transfer of analytical skills from cases to more complex real situations may not be easy.

TEACHING BY THE CASE STUDY METHOD

Advantages and disadvantages of the case method must be considered by the trainer when using this technique. It also helps to keep your goals for the case study clearly in mind.

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[2] Zoll, Allen A., 3rd: Chapter 3 in Dynamics Management Education. (Reading. Mass.: Addison-Wesley, 1969), pp. 37-38.

A SAMPLE CASE STUDY

THE TRAINER'S DILEMMA

It was late Thursday afternoon - the next to the last day of the five-day training conference. The trainer sat quietly studying the group listening to one of the group members talk at length. There was just one thing wrong with the scene; as the trainer understood this "speech", the group member was in direct disagreement with perhaps the most important concept of the entire training. The group member appeared to be having considerable success in swaying the group to her way of thinking.

The person doing the talking, without question, was one of the more influential members of the group. She was articulate, timed her contributions well and was quite adept in handling a supporting role. Furthermore, her status was enhanced by the fact that she had done considerable training in the area in question.

The trainer, quite concerned about the direction the discussion was taking, kept asking the question, "How should I handle this situation?" Three or four times the trainer posed a question to the group and each time a group member answered it in accordance with the philosophy of the training. However, in each case the "problem" member came back with a more forceful argument in support of her position.

What should the trainer do now?

Guidelines for Conducting Role Plays

Conducting

1. Introduce role play in general before you conduct your first one.

   - Let people know why role play is important to learning and that it is a low-risk fun way to learn.

   - Let them know we often learn most from our mistakes and in practice sessions.

   - Be enthusiastic as you explain this - your attitude will spread and set the tone for role play.

   Introduce specific role play.

   - Make clear the learning objective of the particular role play.

2. Select and set participants in role.

   - Ask for volunteers or select participants as it is appropriate.

   - Give role players role information in written form. If students are already familiar with role play procedures, you can give players role information verbally, particularly if you need to save time.

   - Help the person clarify and warm-up to the role play by:

     • Either you or a fellow student, acting as a coach to the player, asking them questions about the role - Who are you? Tell me about yourself. What are you concerned about?, etc.

     • The above can be done outside the room for a moment or quickly right in the classroom, if time is short.

     • Sometimes it is helpful to provide a "coach" role, i.e., questions provided for one student to ask of the one taking the particular role to help the player identify with the role.

3. Set observers in role.

   - To keep involvement and learning at its peak, observers need a specific task, clearly defined, either in written form or verbally. Give them questions to answer or areas to watch for in the action.

- Observers need sufficient background data. Often the learning objective and scene setting is enough. Be sure to ask observers if they have any questions before the action begins.

4. Trainer plays appropriate role.

   - Usually the trainer acts as director of the role play, and students take all the roles whenever possible.

   - There will probably be times when it is appropriate for the trainer to take a role. It should be realistic and clear.

5. Set the stage.

   - Be sure everyone is clear of their responsibilities and setting.

   - Let the players set up the stage and any props with your help and guidance. This stage-setting increases participants' involvement and identification with their roles. The stage-setting can be quite simple - an orientation to the space ("the door is here") - or more complex (setting-up of props).

   - Just before the action begins, after everyone tells you that they are ready, give the time, place and what is happening as a way or commonly orienting everyone to the action as well as easily leading them into the action.

6. Start the role play.

   - Clearly say "start" or "okay, let's begin," etc.

   - Stay nearby the action, but off to the side a bit in order to be able to manage the action if needed. Do not sit in the audience.

7. Listen and record data.

   - Listen for specific behaviors that relate to the desired learnings and objective.

   - Listen and watch for signs of needing to intervene in the action.

8. Manage the action.

   - The director is in final control of the role play.

   - When the role play seems to be in trouble, make an appropriate intervention, such as doubling, stop/start, role reversal, reactor, etc.

9. Stop the role play.

    - Clearly stop the role play. You can do this by just gently moving into the action from the side and placing your hand on the player's arm and saying "okay, let's stop here." Or from the side you can just say something like, "Fine, stop." If you are sitting in the audience and jump up, shouting "stop," it can be very inhibiting and harm your feedback section.

    - Stop the action when the learning objective has been met. Don't let a role play drag on and on.

10. Release people from roles.

    - When people are still in roles on stage, let them say anything else to other role players that they need to in order to feel finished.

    - Have role players resume their own names, undo the set and return to their original seats.

    - After role players move back to their seats, have them say what they felt good about and what they would do differently if they played the role again.

Analyzing

11. Manages appropriate feedback.

    - Ask observers to report their observations. Ask them to speak directly to the players.

    - Allow role players to respond.

    - Trainer responds and adds any needed feedback or comments.

12. Lead objective-related learning discussion.

    - Review learning points or objectives.

    - Ask, "What did you learn about...?"

    - Ask, "What else did you learn about...?"

    - Summarize learnings.

Ruthellen Hellyer

Effective *informal* roleplaying

by Martin M. Broadwell

The word "roleplaying" is used with great abandon these days. But what, exactly, does it mean? Quite simply, it is a way to teach a new behavior, specifically in relating to another individual. Through roleplaying, we simulate troublesome relationships in the classroom, so we can practice before we get back to the job and face certain individuals in live situations.

There are many good how-to books about roleplay, so this isn't an attempt to educate, in a few paragraphs, the training world in this technique. But I think there are some missed opportunities to use roleplaying in informal ways. Let's consider these fast, simple, effective training devices after we mull over the question: Just what happens in a roleplaying situation?

Does the roleplayer play the real person, the imagined person, or the desired person? Probably some of each, but we don't know for sure. We do know, however, that roleplaying is more effective than having the instructor stand up and tell the students how they should act, hoping they'll make the transition on their own, without practice. At least with roleplaying, the students must actively participate. We've seen that the student in a roleplaying situation often can produce the proper actions and reactions, which he may have learned from a lecture, a movie, or a tape but has never actually experienced before.

Roleplaying often provides good feedback for the teacher, because it indicates how well certain concepts were grasped. No, it's not a guarantee that the new behavior will be transferred to the job, but it is an indication that such transference might occur. And that alone justifies using the technique. The more feedback we have in the class, the better the chance of transfer back on the job.

Feedback gives students a chance to react, to decide if they like the new model of behavior we're trying to foster. A parallel situation is when a trainee repairs or assembles or produces something in the classroom. While there's no guarantee that his or her success will be repeated on the job, we are better able to predict it will be. In other words, classroom feedback helps us gauge our success in imparting knowledge or, at least, information.

Informal roleplaying

Informal roleplaying requires no structure, no written material, no stagesetting, no preplanning. We're talking about a situation that lasts for only a few minutes. It may occur between one student and the teacher, between several students and the teacher, or between several groups of students. Let's look at some examples.

The students are working on a short case study designed to assist them in dealing with an eager, ambitious employee who is often wrong but always fired up. The objective, among others, is to help the students describe the specific feelings of such an employee and to describe specific actions to overcome inherent hazards in dealing with him. Joe Miller is our ambitious young employee with the wrongheaded ideas. He has worked hard on a proposal that he thinks is great, but we can see it's not practical. Miller's solution has been suggested before by others, and has been tried and proved untenable. Now the class, working in small subgroups, must decide how the supervisor should deal with the young man.

After the third group has reported, it's obvious that the students favor opening with a statement like, "We'll just lay it on the line with you, Joe." In other words, we hear that each group is going to be pretty hard on poor, misguided Joe. But we're trying to teach a different approach. We could ask them, "How do you think Joe would react to this?" But if we're strong on roleplaying, it would be better if we just said, "Let's suppose I'm Joe. Now tell me what you have to say." Add that any class members can talk to Joe if they want to. The participants may have a little trouble getting into the supervisor's role at first, but we can make it easier for them—by keeping in character, offering information, maybe even raising a question that provokes a response. The goal is to get the group itchy to talk to Joe. We continue until the students see that they may have been heading down the wrong path. Not everyone will participate; nor will everyone learn the lesson. But a few will get some "ah-ha's," so it's worth it for them.

Interpersonal relations

This same informal approach will be effective in situations other than supervisory or management training. For example, let's say we're training a group of nurses on hospital procedures. In the course of the training, several trainees have commented on the difficulty they're having with the staff at the radiology lab. "Everytime we go for a report on the work we've given them, we have to listen to a lot of guff about how hard we're making their jobs for them," they complain. Here's a good opportunity for an informal roleplay situation. When one of the nurses says something about the difficulty with the lab, an astute trainer might say, "Hey, why don't I play the part of the lab receptionist, and you come to me with a request." Thus the nurse/trainee gets a chance to practice how he or she will deal with the recalcitrant lab personnel the next time a sticky situation arises.

Conclusion

With a little imagination, we can solve some of our tougher problems by letting the group participate in informal roleplaying. For instance, in a sales relationship, we can say to the group, "Count off by twos; the ones are the unhappy customers, and the twos are the harried sales clerk. See if you can figure out a way to approach the customer without increasing the anxiety, and, better yet, overcoming some of the tension."

Remember: every time a person plays a role appropriately, there should be positive reinforcement. A good argument for the teacher playing one of the roles is that there can be such immediate reinforcement for "good behavior." We'll know we've made this technique a habit when a coworker comes in and asks, "Are you going to get off Friday for the opening of deer season?" And we say, without missing a beat, "Tell you what, you be the boss, and I'll come in and say..."

Reprinted from TRAINING, ... 1977

VISUAL AID SELECTION GRID

	Group size 2-5	Group size 5-15	Group size 15-45	Group size 45+	Equipment needed	Darkened room? Yes	Darkened room? No	Preparation usually Faster	Preparation usually Slower	Relatively expensive? Yes	Relatively expensive? No	Advantages	Disadvantages
Flipcharts & Posters	✓	✓			Easel		✓	✓			✓	Familiar. Attention on subject and trainer. Informal.	Limited pictorial capability. Predictable. Static. No motion.
Chalkboards (or flipcharts used as chalkboards)	✓	✓			Board		✓	✓			✓	Flexible. Pacing controlled by trainer. Good review device. Manipulate data as you go.	Predictable. Unfinished look. Limited pictorial capa No motion.
Overhead	✓	✓	✓		Projector Power chord Screen		✓	✓			✓	Variety of techniques. Holds attention. Larger image than charts. Trainer can add to visuals, still face group.	Projector lamp may bother trainer. Limited pictorial capability. No motion.
Slides	✓	✓	✓	✓	Projector Tray Power chord Screen	✓			✓	✓		Brilliant, attention-holding image. Full-color pictorial realism. Large image size poss. Impressive finished look. Quick visual changes.	Expensive. Long production time. Can overpower trainer. Need darkened room. No motion.
Handouts	✓	✓	✓	✓			✓	✓			✓	Can prolong retention. Can provide action.	Not an aid during trng. Often superfluous.
Film	✓	✓	✓		Projector Power chord Screen	✓			✓ (Depending upon availability)	✓		Motion. Color and realism. Maximum attention. Large image size poss.	Can be cumbersome. Can be expensive. Film may be outdated. May not fit objectives. Can overpower trainer. Needed darkened room.

TRAINING TECHNIQUES

PARTICIPANT INVOLVEMENT

LOW--HIGH

Lecture		Buzz Groups		Role Play	
	Lecture/Discussion		Demonstration		Structured Experience

STRUCTURED EXERCISES

The exercise is a structured experience or learning activity designed to achieve a certain purpose. The written design must include a goal statement, and description of the process, a group size, timeframe, material, and equipment required. These are designed to allow a participant to learn through doing and it requires good facilitation skills by the trainer. Exercises should be designed to accomplish no more than one objective. Do not try to get the exercise to do too much. Participants need to understand the reason for the exercise and there needs to be a processing out period after the experience to allow the group members to share the learning process and avoid frustration.

Advantages to using the structured exercise:

- High participant involvement
- Learning can be applied more directly

Disadvantages to using the structured exercise:

- More preparation and delivery time than any other
- Some participants face the risk of failure
- Requires materials
- Activities must be custom designed for the varying group.

Structured exercises should be used when:

- Problem Solving
- In applying theory to real world situations
- To increase awareness of participant's personal style
- When there is concern for on-the-job application.

LECTURE

A lecture is used to present concepts or background information which may be necessary to enable trainees to take part in an experiential type of exercise. Lectures should not exceed twenty (20) minutes in length without an activity to break the boredom syndrome.

The lecture has the lowest level of participant involvement.

Advantages of using the lecture:

- Few resources and little time are needed to prepare/ deliver a lecture
- Large group activity

Disadvantages of using the lecture:

- Retention and involvement are low
- Trainer-centered: participants have no ownership of this type of training technique.

Lectures should be used:

- when presenting theory or concepts that have no behavioral application
- in presenting background knowledge necessary to enable participants to engage in experiential exercises
- as a vehicle for "conceptualizing" after processing an experiential exercise
- when you have little time or few resources
- when skill-building is not an objective
- with a very large group.

INTERACTION PROBLEMS

PROBLEM	ALTERNATIVE APPROACHES FOR MANAGING
1. a Talker: someone who monopolizes the group's time.	a. Tactfully interrupt, thank them for their contribution, and ask other members to state their views. b. Avoid recognizing the person during discussions. c. Have a private talk with the person about the problem.
2. an Argurer: someone who confronts the Team Leader or group member on every issue.	a. Let the person express his or her viewpoint, then ask other members for their views. b. Ask him or her to postpone coming to a conclusion on the issue - to try to listen to other's views first. c. Have a private talk with the person about the problem.
3. an Uninvolved person	a. Maintain consistent, friendly eye contact with the person. Positively reinforce any contributions made by him or her. b. When appropriate, ask the person to share their opinion, then give positive reinforcement for their contribution. c. Have a private talk with the person to discuss the problem.
4. a Side-Tracker	a. Recognize valuable contributions, but tactfully move the group on to the subject being discussed. b. Review the goal and agenda for the meeting and show how their topic isn't approriate at this time. c. Have a private talk with the person to discuss the problem.

What To Observe in a Group

Edgar H. Schein

ne way to learn in a training laboratory is to observe nd analyze what is happening in one's T Group. All f us have spent our lives in groups of various sorts— e family, gang, team, workgroup, platoon, and so on -but rarely have we taken the time to observe, dis- iss, and try to understand what was going on in the oup. One of our main goals here is to become better bservers, which may help us become more effective roup participants.

But what do we look for? What is there to see in a roup?

Content and Process

hen we observe what the group is talking about, we e focusing on the *content*. When we try to observe w the group is handling its communication, i.e., who ks how much or who talks to whom, we are focusing group *process*.

Most discussion topics about the back-home situation phasize the *content*: "What is good leadership?" ow can I motivate my subordinate?" "How can we ke meetings more effective?" They concern issues ich are "there-and-then" in the sense of being stract, future- or past-oriented, and not involving us ectly. In focusing on group *process*, we are looking what our group is doing in the "here-and-now," how s working in the sense of its present behaviors.

n fact, the content of the conversation is often the t clue as to what process issue may be on people's nds when they find it difficult to confront the issue ectly. For example:

Content	*Process*
Talking about problems of authority back home may mean . . .	that there is a leadership struggle going on in the T Group.
Talking about how bad group meetings usually are at the plant may mean . . .	that members are dissatisfied with the meeting of their own T Group.
Talking about staff men who don't really help anybody may mean . . .	dissatisfaction with the way the trainer in the T Group is behaving.

At a simpler level, looking at process really means to focus on what is going on in the group and to try to understand it in terms of other things that have gone on in the group.

II. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

Who talks? For how long? How often?
Whom do people look at when they talk:
Others who may support them? The group as a whole?
The trainer? No one?

METHOD	DEFINITION	ADVANTAGES	DISADVANTAGES	APPROPRIATENESS
DISCUSSION	instructor-controlled interactive process of sharing information and experiences related to achieving a training objectives	• useful as an extension of existing knowledge or to clarify and amplify familiar material • useful when students must learn to identify and solve problems and to frame their own decisions • useful when students need to be exposed to a variety of approaches, interpretations, and personalities • useful when teamwork is needed	• time consuming and limited by class size • requires that participants have sufficient background so that they can talk about subject	• on-the-job training • formal course • knowledge building • motivation
PERFORMANCE	student interacting with things, data, or persons, as is necessary to attain training objectives; includes all forms of simulations and interaction with actual equipment or job materials	• permits student to apply learning to actual situations • allows practice with job-similar conditions, under supervision and guidance	• time consuming because students must be given the opportunity to practice until they reach proficiency • may require special facilities and equipment which may be expensive and difficult to obtain. Once obtained, equipment must be constantly maintained	• on-the-job training • formal course • skill building

METHODS OF INSTRUCTION

METHOD	DEFINITION	ADVANTAGES	DISADVANTAGES	APPROPRIATENESS
LECTURE	discourse given before a class or an audience for instructional purposes	• useful if time is short • many ideas may be presented • useful if number of instructors is limited • useful where subject matter changes frequently	• limits student participation • lecture becomes a "telling session" for instructor • checking student learning before testing is difficult • student attention and interest may wander	• On-the-job training (informal) • formal course • correspondence course (on audiotape) • knowledge building
DEMONSTRATION	an accurate portrayal of the precise actions necessary to perform skills or processes. It may be presented directly (classroom instructor) or indirectly (film, TV, slides, audiotape)	• useful in teaching motor skills, simple manual skills or processes • sets standards of performance • focus attention upon basic procedures	• demonstrator must be skilled performer • since student does not perform during demonstration, you cannot evaluate student learning except through questioning • number of student observations may be limited.	• On-the-job training • formal course • knowledges and skill building
QUESTIONING	discourse by the student before an instructor in which the student relates what he/she has learned through the previous study	• useful for assessment of learning by instructor • useful for providing feedback to student • useful for verbal content and concepts	• learning for recitation may be rote • participation of other students not reciting is limited and their attention and interest may wander	• On-the-job training • formal course • knowledge building • motivation

METHOD	DEFINITION	ADVANTAGES	DISADVANTAGES	APPROPRIATENESS
SELF-DIRECTED	readings or document research which the student undertakes on his/her own without special guidance or instruction	• useful as an adjunct to other methods of instruction • useful as an improvement to individual's present job performance • useful to prepare an individual for a promotion • allows a student to pursue a special interest not shared by other students	• student must be motivated and have initiative	• correspondence course • formal course • knowledge and skill building
PROGRAMMED SELF-INSTRUCTIONAL	instructional materials are prepared specifically to employ techniques of programming. Classical programmed instruction variables include "small steps, carefully sequenced and cued to reduce error; immediate feedback; and freedom on the part of the student to vary his/her own rate of learning	• useful in accommodating individual differences in rate of learning, background, and experience • useful if scheduling is a problem as students may work through materials when convenient • provides uniformity of instruction • may be sole source of instruction or supplementary	• development cost is comparatively high • development time and revision time are comparatively long because of validation • students using programmed instruction object to lack of social interaction	• correspondence course • formal course • knowledge and skill building

METHOD	DEFINITION	ADVANTAGES	DISADVANTAGES	APPROPRIATENESS
GAMES AND ROLE-PLAYING	• (games) win/lose situations which dramatize certain principles • (role-play) active process in which learners "act out" selected situations	• students can "practice" taking the responses to various situations which are similiar to the real job • active participation • expansion or compression of real time • allows focus on more subtle and less easily defined human relationships	• students may be inhibited about participating • students may become so involved in simulation that they fail to observe processes • evaluation is difficult because behaviors affected by process are difficult to measure	• formal course • knowledge & skill building • motivation

Receiving Effective Feedback

Receiving effective feedback offers the possibility of learning something valuable which can serve as a basis for future improvement.

Some specific guidelines for receiving feedback effectively:

1. Listen carefully without arguing.
2. Try not to let defenses build, but mentally note questions.
3. Paraphrase what you think you hear to check your perception.
4. Ask questions for clarification.
5. Ask for examples in those areas which are unclear or in which disagreement exists.
6. Carefully evaluate the accuracy and potential value of what you have heard.
7. Ask for suggestions and options.
8. Gather additional information from other sources or by observing your own behavior and other persons' reactions to it.
9. Do not overreact to feedback, but, where desired, modify your behavior in suggested directions.
10. Evaluate the outcomes.

Giving Effective Feedback

Feedback is communicating with individuals by describing how their behavior affects others. To be helpful, the feedback must be given in such a way that the receiver: a) understands clearly what is being communicated; and b) is able to accept the information.

Some specific guidelines for giving effective feedback are:

1. It is requested by the receiver.
2. It is given as promptly as possible after the observed behavior.
3. It is given in an appropriate environment.
4. It is concise. It does not contain too much detail or information.
5. It focuses on the individual's specific and observable behavior as opposed to his character.
6. It is given in a helpful, non-threatening manner and avoids value or moral judgements.
7. It concentrates only on behavior over which the individual has some control.
8. It focuses on the individual's strengths and weaknesses.
9. It is discussed by the giver and receiver until they can both agree on what each is communicating.
10. When feedback is about performance, it is helpful to refer to established criteria and objectives and to suggest possible improvements and alternative actions.

Why is Communication Difficult?

(1) We each see things in terms of our own experience. (Very subjective - "We see the world through lenses we have ground.")

(2) Perceptions come from within us. We see with the ego as much as with our eyes.

(3) We see things not as they are, but as we are. (They are colored by our values, beliefs, attitudes, knowledge, feelings.)

(4) We see things largely as we have seen them before. We see things the way we are used to seeing them.

(5) We tend to find what we are looking for.

(6) We tend to complete in our minds things which are incomplete in reality.

(7) We tend to simplify things we don't understand.

PRACTICUM TRAINER EVALUATION

Trainer being evaluated____

Please circle the number which most closely represents your appraisal of the trainee's performance during the Practicum. The scale is as follows: 1: Poor; 2: Fair; 3: Good; 4: Very Good; and 5: Excellent. If the category is not applicable, write N/A next to the category.

WARM-UP ACTIVITY	1	2	3	4	5
PRESENTATION SKILLS					
1. Poised and Confident	1	2	3	4	5
2. Professional Appearance	1	2	3	4	5
3. Voice Quality	1	2	3	4	5
4. Adapts to the Needs of the Situation	1	2	3	4	5
5. Ability to Answer Questions Clearly	1	2	3	4	5
6. Enthusiastic	1	2	3	4	5
7. Maintains Control of Session	1	2	3	4	5
8. Ability to Use Audio Visual Aids	1	2	3	4	5
9. Coordinates Lecture and Activities	1	2	3	4	5
10. Material Presented In a Clear and Logical Manner	1	2	3	4	5
11. Met Objectives	1	2	3	4	5
SUMMARY	1	2	3	4	5
TECHNICAL SKILLS: Knowledge of Subject Matter	1	2	3	4	5

COMMENTS:

What did the trainer do that was helpful to the overall presentation?

What was not helpful?

What could be done to improve the presentation?

Evaluation Form

Agency for International Development Training of Trainers Workshop, Dakar, Senegal, January 25-27, 1989

To determine if the workshop met your needs and our objectives, please give us your opinion of the design, presentation, and value of this workshop. Circle the number that best represents your assessment of the following items:

	Adequate				Inadequate
I. Upon completion of this workshop you are better able to:					
A. Identify and list characteristics of adult learning	5	4	3	2	1
B. Select appropriate learning activities for training A.I.D. personnel in the TCA system	5	4	3	2	1
C. Facilitate or coordinate a learning activity	5	4	3	2	1
D. Present some portion of the Training Cost Analysis system to other trainees	5	4	3	2	1
E. Establish criteria for evaluating training objectives for the TCA	5	4	3	2	1

II. The work of the trainer was:	Excellent				Poor
A. Presentation Skills:	5	4	3	2	1
B. Focus on the Objectives	5	4	3	2	1
C. Knowledge of the Material	5	4	3	2	1
D. Management of the Activities	5	4	3	2	1
E. Rapport with Participants	5	4	3	2	1

	Excellent				Poor
III. The Organization of the workshop was:	5	4	3	2	1
	Clearly Evident				Vague
IV. The objectives of the workshop were:	5	4	3	2	1
	Useful			Of No Use	
V. The ideas and activities presented were:	5	4	3	2	1
	Very Beneficial			No Benefit	
VI. My attendance at this workshop should prove:	5	4	3	2	1
	Excellent				Poor
VII. Overall, I consider this workshop:	5	4	3	2	1

Comments:

The stronger features of this workshop were: ____________

____

____

____

The weaker features of this workshop were: ____________

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____

____

General Comments: ____________________________

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Training of Trainers

Exercise 1

GOAL: To apply the principles of adult learning to the design of a training program.

OBJECTIVE: Upon completion of this exercise, participants will be able to identify six principles of adult learning.

INSTRUCTIONS:

A. Assemble in small work groups of no more than four people.

B. Select a recorder and a spokesperson.

C. Discuss characteristics of the adult learner. How do they differ from the adolescent learner? How would the characteristics of the adult learner impact on your training design/delivery?

D. Record your findings on newsprint for report out to the large group..

Materials:

- Newsprint
- Markers

Timeframe: Twenty minutes

Training of Trainers

Exercise 2

GOAL: To enable participants of the Training of Trainers workshop to develop a social or topical warm-up and deliver it to the large group.

OBJECTIVE: Upon completion of this activity, training participants will be able to design, develop and deliver either a social or topical warm-up and facilitate the warm-up using the other participants of the training as the training group.

INSTRUCTIONS:

A. The training instructor will divide you into three groups of no more than four people.

B. Review pages 16 - 17 of your Training Skills Workshop training manual.

C. Select a leader in the group.

D. Design and develop a training social or topical warm-up and present it to the rest of the participants. Everyone should participate in the design and development, however, one person may be selected from your group to facilitate the warm-up activity.

E. Present the warm-up activity.

Materials:

- Training of Trainers Manual
- Personal Work-related Training Materials

Timeframe:

Part D: Twenty (20) Minutes
Part E: Fifteen (15) Minutes

Training of Trainers

Exercise 3

GOAL: To use appropriate training techniques in varying training program group dynamics.

OBJECTIVE: Upon completion of this activity, trainees will produce a list of appropriate training "tips" for using various training techniques in A.I.D. training programs.

INSTRUCTIONS:

A. Divide into three groups of no more than four people.

B. Group One's topic will be "Case Study. Group Two's topic will be "Structured Exercise". Group Three's topic will be "Buzz Groups".

C. In your small groups, develop an activity for the large group to do in a Fifteen Minute timeframe using your training technique topic. All members of your group should participate in both the development and presentation/facilitation of your activity. Use your Training of Trainers Manual to help you.

D. Present your activity to the large group.

Materials:

- Training of Trainers Manual
- Markers, Flip Charts
- Blank Transparencies

Timeframe:

Parts A-C: Thirty (30) Minutes
Part D: Forty-five (45) Minutes [15 minutes per group]

Training of Trainers

Exercise 4

GOAL: To energize the group and display varying styles of group leadership.

OBJECTIVE: Upon completion of this exercise, participants will be able to discuss group dynamics and identify three leadership styles used in leading groups.

INSTRUCTIONS:

A. Assemble in small work groups of no more than four people.

B. Select a recorder. The trainer will designate group leaders. These leaders will be assigned the roles of autocrat, democratic, and laissez-faire leaders.

C. Brainstorm for fifteen minutes. Half of the time period (seven and one half minutes) should deal with the qualities of an excellent training program. The remaining half of the period, the group should brainstorm the characteristics of a training program that would be perceived as unsatisfactory.

D. Record your findings on newsprint for report out to the large group.

Materials:

- Newsprint
- Leadership Roles
- Markers

Timeframe: Fifteen (15) Minutes

DEMOCRATIC LEADERSHIP SLIP

As a democratic group leader, you should appear participative. Outline the problem. Let the group decide its method. Encourage discussion. Make suggestions. Support others' ideas.

Your job is to be as much of a democratic leader as you possibly can. It is important that you demonstrate this style of leadership to your group without informing them of what you are doing. When a suggestion is made by you or by any group member, find out how many of the group members agree with the idea. Push for a degree of consensus before any idea is acted on. Try to develop an approach for accomplishing the task through the group's efforts. Participate with the group but do not dominate.

DIRECTIVE LEADERSHIP SLIP

As a directive group leader, you should appear autocratic. Control the interaction. Set the agenda. Do not permit discussion. State how things will be done.

Your job is to be as much of a dictator as you possibly can. It is important that you demonstrate this style of leadership to your group <u>without informing them of what you are doing</u>. To play this role effectively, you should decide how the task should be accomplished yourself before presenting the assignment to the group. Do not accept any suggestions from any group members. Give orders about how to approach doing the task.

LAISSEZ-FAIRE LEADERSHIP SLIP

As a laissez-faire group leader, you should appear non-directive. Avoid discussion. Do not venture an opinion. Wait for others to decide.

Your job is to be as much of a "hands off" leader as you can. It is important that you demonstrate this style to your group <u>without informing them of what you are doing</u>. Do not make any suggestions about how or what is to be done or who is to do it. Let every group member do whatever s/he wants. Let the group develop an approach and apply that approach to doing the task. Do not intervene.

Training of Trainers

Exercise 5

GOAL: To enable participants of the Training of Trainers workshop to select and/or design appropriate training activities and facilitate the small group activity.

OBJECTIVE: Upon completion of this activity, training participants will be able to design a learning activity and present the activity to the large group.

INSTRUCTIONS:

A. The training instructor will divide you into two groups of no more than six people.

B. Review page 17 of your Training of Trainers training manual.

C. Select a leader in the group.

D. Design and develop a learning activity to present to the rest of the large group. Everyone should participate in the design and development, however, one or two members of the group may be selected to facilitate the learning activity.

E. Present the learning activity.

Materials:

- Training of Trainers Manual
- Personal Work-related Training Materials

Timeframe:

Part D: Twenty (20) Minutes
Part E: Fifteen (15) Minutes

Training of Trainers

Exercise 6

GOAL: To develop a training skills evaluation form to be used in critiquing a trainer's presentation skills.

OBJECTIVE: Upon completion of this activity, trainees will develop a critique sheet containing criteria for evaluating each group during the presentation of the Practicum on Day Three of the Training of Trainers.

INSTRUCTIONS:

A. Divide into two Teams.

B. Review the Practicum Trainer Evaluation on Page 56 of the Training Skills Workshop Manual.

C. Discuss with your team the criteria and standards which should be included, added, deleted, or modified for use in the Practicum Sessions on Day Three.

D. List your findings on newsprint for report out to the large group.

Materials:

- Practicum Trainer Evaluation
- Training of Trainers Manual
- Newsprint and Markers

Timeframe:

Parts A-C: Twenty (20) Minutes
Part D: Ten (10) Minutes

Training of Trainers

Exercise 7

GOAL: To apply the presentation skills learned in the Training of Trainers in a controlled and supportive setting.

OBJECTIVE: Upon completion of this activity, participants will demonstrate mastery of presentation skills to other trainees in a controlled training environment.

INSTRUCTIONS:

A. Read the Practicum Information Packet

B. Prepare your lesson plan using the Lesson Plan Practicum Sessions work sheet.

C. Meet with the trainer to discuss your plan.

D. Practice your presentation in a small group.

E. Present your practicum to the large group.

F. Listen to the feedback from the large group.

G. Collect the critique sheets from the other participants.

H. Attend a follow-up Session

Materials:

- Practicum Information Packet
- Lesson Plan Practicum Sessions Worksheet
- Training Cost Analysis-related Training Materials
- Video-tape Recorder (if available)

Timeframe:

Part A: Fifteen Minutes
Part B: One Hour
Part C: Tw[illegible]y Minutes
Part D: Two Hours
Part E: Twenty Minutes
Part F: Five Minutes
Part H: One Hour

PRACTICUM INFORMATION PACKET

TRAINING OF TRAINERS
Office of International Training
U.S.A.I.D.

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PRACTICUM

The practicum is a significant part of the Training of Trainers. It provides an opportunity for each participant to practice training presentation skills in a controlled, supportive environment. The last day and one half of this course is devoted to Practicum sessions. During these sessions, participants work in small groups (each group consists of five or six participants) and take turns practicing various training skills. The process for each practicum session is as follows: One group member acts as trainer for the group while the others act as participants. The person designated as trainer conducts a Training Cost Analysis lesson or a part of a lesson and the other group members respond appropriately to the trainer as participants. Upon conclusion, another group member becomes the trainer and the process is repeated.

The Practicum session is designed to allow each participant opportunity to practice the relevant skills in conducting a small part of a Training Cost Analysis lesson. The lesson plan need not be elaborate, but should be sufficiently detailed that the participant feels confident in conducting a lesson on the basis of the plan.

Each participant needs to prepare a lesson plan to use in the Practicum session. The lesson should take no more than twenty minutes to conduct and should consist of the following:

1. Warm-up — 3-5 minutes

   Warm-up as used here relates to a brief activity led by the trainer which arouses interest in the lesson and which encourages two-way communication between trainer and participants.

2. Presentation — 9-12 minutes

   Presentation refers to communication by the trainer of relevant concepts and principles to participants. The presentation may include a learning activity. A learning activity involves relevant practice of concepts and principles communicated in the presentation.

3. Summary — 1-3 minutes

   The summary is a statement which brings closure to the lesson.

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The Practicum will be most useful to you if the mini-lesson is related to the subject matter of the course you will eventually teach. In choosing a topic, keep in mind that the subject must be limited to keep within the time constraints. Be aware that if you include an activity in your presentation, your activity should involve other trainees in direct practice of presented concepts and principles. The activity will, of course, need to be brief as there is only fifteen minutes allotted to the presentation portion of the practicum.

GUIDELINES FOR PREPARING LESSON PLANS

Warm-up

When a person begins a new activity, s/he does not function at maximum efficiency until some level of comfort is reached. This comfort may be reached with the use of a training technique called a warm-up. Providing a warm-up for learners helps them perform better in learning activities which follow.

There are two kinds of warm-up activities commonly used in training: social and topical. Social warm-ups help participants make the transition into the training environment. Social warm-ups are usually aimed at establishing the relationship between trainer and participants and among participants.

Topical Warm-ups help participants begin thinking about the new topic for training. It allows opportunity for participants to recall what they already know about the topic and to get ready to associate the new information/ skills/attitudes with already established learning.

Warm-ups are generally of short duration so that they remain in proportion to their function, which is to prepare participants to learn.

One type of warm-up activity is to ask questions. For a social warm-up the question can be simple - "How are you feeling today?" For a topical warm-up a good question might be "Have you ever been discriminated against?" or "What do you feel is the most important reason for developing an effective management information system?"

Another type of warm-up activity is to establish a problem. For example, in a basic data processing course, a trainer might tell participants that he has locked his keys in his car and he wants participants to write a short program on the steps to retrieving the keys.

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Other warm-up activities are based on dramatized incidents. The trainer (and participants) presents a brief skit or relates a relevant story.

A final form of warm-up is to offer the incongruous, the unexpected. For example, in a training development course, the trainer might arrive in a clown suit and begin a discussion of the role of the trainer. The incongruous jars participants' normal assumptions about what will happen in training and forces them to suddenly become alert.

Presentations

Presenting is a process that trainers use to make clear to participants the concepts, principles, and models they are to assimilate in a learning activity. This process requires trainers to structure the material to be learned so that participants can absorb and retain it. It requires trainers to explain, clarify, exemplify, and demonstrate such material so that participants can learn it easily and readily.

Isolate one or two concepts that you want to present to the participants. (Remember that you are to have only a few minutes for the presentation so limit the ideas you will present.) Then consider how you're going to organize these concepts for most effective communication to participants. Think about how you will explain the ideas clearly and simply. The presentation will require the group processing skills discussed on Day One. These group processing skills include the trainer's ability to facilitate the learning of trainees and coordinate learning activities.

Facilitation is a process by which trainers assist participants to explore, develop and assess ideas and feelings. Using this process, trainers guide and promote learning, making it both easier and more harmonious for participants. As a facilitator, the trainer draws out ideas, encouraging full involvement, asking key questions. In this role, the trainer takes particular care not to dominate, lead or manipulate participants. Instead, the trainer seeks to reduce the distractions and digressions and helps to free participants to discover and assimilate significant concepts, principles and attitudes.

The facilitation part of your lesson plan will involve brief discussion of the concepts communicated to participants during the presentation. Consider how you will initiate the discussion. For example, will you ask participants a question, will you pose a problem, will you ask participants

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to restate what they have learned, will you ask participants to ask questions of each other or of you? In making these decisions, keep in mind the limited time constraints, and remember what your role will be as facilitator.

If your practicum presentation includes an activity in the fifteen minute session, the following will be helpful:

A learning activity focuses on what participants will do actively to learn new concepts, skills and attitudes. The activity is usually described in a set of procedures. These procedures will be used by the trainer to arrange for participants to practice concepts, skills and attitudes. Ideas for training activities come from several sources: personal training experience, experience of colleagues, resource books, and your own creative processes. If you are like most trainers, you'll find that the most effective activities are ones you have created for a specific group of participants and a specific purpose.

When you are ready to design an activity for your lesson, decide exactly what it is that you want the activity to do:

1. Plan in detail what you want the participants to get out of the activity. Indicate as precisely as you can what you want the participants to be doing in the activity.

2. Consider what you must do as a trainer to encourage/cause the participant practice to occur.

Summary

The summary should be a few brief statements bringing closure to the lesson. The summary may include a review of significant concepts; it may be a recap of highlights; it may suggest follow-up or transition. Make the summary brief but lively so that the lesson ends with a bang rather than a whimper.

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TRAINING COST ANALYSIS
TRAINER'S GUIDE

Note to Trainer/Facilitator

The Training Cost Analysis Trainer's Guide is designed to assist the facilitator in the use of the Training Cost Analysis (TCA) User's Guide or resource manual and training exercises. All exercises used for training are coded and cross-referenced. Several symbols are used repeatedly:

NP Newsprint
TP Transparency
TCA Training Cost Analysis
HO Handout
EX Exercise

The Trainer's Guide is divided into five (5) sessions, each session varying in length. The first three sessions are approximately three hours in length, not including lunch and coffee breaks. The last two sessions are approximately two hours in length. The training was designed in this manner to accommodate time constraints in some Missions.

For those Missions who begin the TCA workshop at 9:00 a.m., Session One will be finished at noon. If the training begins at 2:00 p.m., the first session will be finished at 5:00 p.m. Trainers should address the time issue at the beginning of the training and reach an agreement on timeframes for the workshop. **Note**: Some time variances will occur because of the topics of discussion and the interest of the trainees in the subject matter.

Transparencies for the Budget Estimate Worksheet, the Proposal Worksheet, the Proposal Analysis Worksheet, and the Quarterly Report are color coded, Yellow, Blue, Red, and Green respectively to match the color-coded sections of the TCA User's Guide or resource manual. In the guide, Red TPs would match then the Proposal Analysis Worksheets which are color-coded pink in Appendix III-5 of TCA; Green TPs would refer to the Quarterly Reports, etc.

At the end of each session are copies of all forms, handouts, exercises, and hard copy transparencies used for that session of training.

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Trainer's Guide

Session One

TIME	PROCESS	MATERIALS
5 min.	Welcome the participants to the Training Cost Analysis (TCA) workshop. Explain to the group that TCA is the result of AID's concern for spiraling costs associated with participant training and the inability of AID to respond to Congressional and agency questions regarding actual program costs. The TCA can be used to assist AID staff in estimating training project costs and determining whether contracting would be a better option than using funded PIO/Ps and OIT.	NP 1
25 min.	Tell participants that you want to know more about them before the training gets underway, particularly, what they do and what they hope to gain from the TCA workshop.	
	Distribute HO-i, the introductory warm-up activity. Ask the group to break into dyads (groups of two) and interview their partner, exchanging the following information: • Name • Mission (if not all from same) • Position (what you do, for whom) • Expectation for the workshop	HO-i
15 min	After ten minutes, ask each person to introduce the person whom they interviewed. Post expectations on newsprint for easy reference throughout the workshop. examples of expectations may include: • estimate costs of in-country training • RFP development/monitoring • evaluate cost proposals • how standard training costs are established	NP 2

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Trainer's Guide

Session One

TIME	PROCESS	MATERIALS
30 min.	Go over the goals and objectives of the workshop. There are two goals the trainer will hope to have accomplished by the end of the session - to:	
	(1) assist AID Mission personnel in containing costs related to participant training and (2) provide Mission personnel with an overview of the Training Cost Analysis (TCA) and its use in containing the costs of participant training by identifying, estimating, and tracking training program costs from project conception to completion.	TP 1
	Inform participants that in order to reach those goals that there are some key objectives you want them to meet upon completion of the training:	TP 2
	• use TCA to assist in cost containment • identify components of TCA • use the checklist of activities to assist in identifying project needs • prepare a project budget estimate using the budget worksheet • discuss the benefits of the proposal worksheet in cost proposal analysis • track or monitor budget line items through a standardized reporting format.	
	Explain that all but the last objective are truly measurable during the workshop and that the last is only measurable if the Mission follows the TCA.	
5 min.	Review the expectations of the participants with regard to the goals and objectives of the workshop. Any expectations which cannot be dealt with during the workshop or which are not relevant to TCA should be addressed at this time.	

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Trainer's Guide

Session One

TIME	PROCESS	MATERIALS
20 min.	Distribute the TCA User's Guide. Locate the agenda in Introductory section of the manual. Remind participants of the number of days for the workshop (whether it is a one or two and one half day workshop). Guide them through the agenda and ask if there are any questions. Continue through the TCA manual, giving participants an overview of what it contains. The TCA manual is divided into the following:	TCA Manual Agenda
	Part I. Executive Summary: explains the system (TCA) who can use it, and why it is being used by AID; and outlines the key components: checklist, budget estimate, contractor proposal worksheet, proposal analysis worksheet, and training cost quarterly reports.	TCA Manual
	Part II. Training Cost Analysis: this section is the guts of the system containing the training design and implementation scheme. It is necessary to tell over-anxious participants who think you are moving too rapidly thru the manual that you will be returning to the section on TCA and will be discussing it in-depth. Section II of the training manual ties TCA into the Mission procurement process. Following this section are a series of appendices: Appendix III, which contains the Glossary of Terms,the Checklist of Activities and the key Worksheets to the TCA; and IV, which contains the numerous Handbook 10 AID bulletins, notices, and other Resources used in TCA as well as Handouts and informational sheets and Masters of all the worksheets. Remind participants that the colored sheets in Appendix III were color-coded for training purposes only and that the Masters will be eventually reproduced by the Office of Management and Budget (OMB).	TCA Manual

Trainer's Guide

Session One

TIME	PROCESS	MATERIALS
min.	Distribute Exercise 1, TCA exercise on cost containment. It is important for trainees to began to analyze costs with regard to "reasonableness" of cost. Assure trainees that no experience with participant training is needed to do this exercise. Tell them Exercise 1's purpose is to get participants to identify those training activities where costs could be contained. Each group should read the information about Mission X and Contractor Z's budget estimate. First the group should determine whether or not the costs proposed are "reasonable". If not, why, and what should it cost to go to school at Idaho?	HO-1
0 min.	Give groups up to one hour to complete this exercise, however, some groups with budgeting or procurement experience may finish in less time.	HO-1
0 min.	Group processing: Post the figures for the five program areas for each group on newsprint. Be sure to place totals (less administrative costs). The five program cost areas include:	Newsprint

- Education/Training
- Allowances
- Travel
- Insurance
- Supplementary

In processing the groups, it is important to allow the group leader to <u>defend or reject Contractor Z's budget estimate</u> prior to defending the group's budget. Where numbers vary greatly eg. Travel costs in group I exceed Group II's by $1,000.00 ask the group how they arrived at their figures.

The second key point of this exercise is the activities the groups identified as

TIME	PROCESS	MATERIALS
	being necessary for this particular Forestry student. Did the group decide that this student needed to attend Mid-Winter seminar? What about allowance costs? If they planned a seminar, was per diem and travel budgeted as well? Once activities have been identified, refer participants to the Checklist of activities in the TCA Manual, Appendix III. Discuss this checklist briefly, as it will be dealt with during the next session.	Checklist of Activities TCA

Trainer's Guide

Session Two

TIME	PROCESS	MATERIALS
5 min.	Review the first session's process of identifying activities and estimating costs for one individual to attend an academic program. The number of AID-sponsored participants has increased from 8-15 thousand. No financial accounting system exists which separates training costs into discreet budget line items. Participant training is often buried into the total cost of a project and administrative costs often buried in program costs. To compare, monitor and contain costs, it is essential that costs be attributed to specific training activities and it is necessary to have a system used agency-wide for reporting data. Explain that you will now go through TCA from beginning to end, however, you are going to give them some exercises to do to to assist in the learning process as they will apply what they learn, using Ex.. 1 as a common thread or reference throughout the training.	TP 3
5 min.	Refer trainees to page II-2, and the Training Design and Implementation Scheme (TP 4). The TCA can be used in all phases of the project cycle, including development of the Project Identification Document (PID), Project Paper (PP), the Project Implementation Order/Technical Assistance (PIO/T), the Request for Proposal (RFP), evaluation of technical and cost proposals, and the administration and monitoring of training program contracts. The system can also be useful to the Host Country in its contracting process by using TCA in developing the Project Implementation Letter (PIL). At this point the trainer should ask the trainees to describe the various processes for project planning. In some Missions, only funded PIO/Ps are	TP 4

Session Two

TIME	PROCESS	MATERIALS
	processed through OIT; some Missions basically sole source contracts with Overseas agents; some Missions contract only with U.S. contractors; and some training is done only through the Host Country using AID as a means of technical assistance.	
10 min.	The following key points should be made:	
	• TCA is a system designed to allow training activities and costs to be identified, discussed, and recorded uniformly.	TP 5
	• TCA is Flexible.	TP 6
	• TCA raises questions rather than answers	TP 7
	• TCA can ultimately develop a Cost Model	TP 8
	Tell trainees that any system must benefit the user and that once they have become more familiar with TCA, they will be able to answer some of their own early concerns. However, TCA should not only help them contain costs, but Missions should have standardized cost elements to compare different contractors' proposed costs in response to RFPs; determination as to the "reasonableness of cost" as was discussed in Ex. 1; and information to develop more accurate unit costs, e.g., cost for technical training per participant month.	TP 9
5 min.	Refer trainees to page II-5 in the manual. It is in the early stages of project planning when TCA can first assist the Mission or Host Country. Data and other information from the needs assessment process is used in early training cost analysis.	TP 10

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Trainer's Guide

Session Two

TIME	PROCESS	MATERIALS
15 min.	The building blocks of the TCA are the use of standard definitions (the glossary), a checklist of activities, the budget/proposal worksheets and the quarterly reporting forms.	TP 11
	Refer the trainees to the glossary, Appendix III-1. Go over one or two definitions and stress the necessity of uniformity of definitions, e.g., administrative costs, academic vs. technical training.	TCA, Append.III
	Refer the trainees to Appendix III-2, the checklist and the worksheets. Reference the first exercise in which the groups had to identify activities necessary for the Forestry student at Idaho. Display the checklist and emphasize that this list is not inclusive of all activities. There may be regional differences or Host Country activities which can be listed under each section (e.g., pre-program, in-program, etc.). Give trainees a copy of the Checklist completed for OIT.	Appendix III, TCA Checklist, TCA, Append.III Clear TPs
0 min.	Once the needs assessment and checklist have been completed, budget estimates can be developed using the Training Cost Analysis Budget Estimate Worksheet. In estimating budgets for Participant Training, it is necessary to have developed, a Project Training Plan specifying the following: • Number of Academic Participants • Number of Technical Participants • Timing of English Language Training (ELT) • Timing of Academic Up-grade • Timing of Project Training • Projected Return Date of Participants	TP 12

Trainer's Guide

Session Two

TIME	PROCESS	MATERIALS
5 min.	Remind participants that TCA can be used in all phases of the project cycle: - Development of the PID, PIL, and PP - Project Implementation Order/ Technical Assistance - RFP - Evaluation of Technical and Cost Proposals - Contract Monitoring - Report Auditing/Follow-up	TP 13
10 min.	Once the Project Training Plan has been developed and the Checklist of Activities used to select a program for a participant, the Mission needs to determine the training mode or whether any or all of the activity should be contracted out or if the PIO/P process is preferred. One of three scenarios should result: 1. Funded PIO/P processed through OIT. 2. Funded PIO/P for some parts of training and the rest contracted. 3. All of the process contracted out requiring an RFP.	TCA Pg. II-7
	Display TP 14 which shows a complete process for TCA with regard to the forms used and the roles for using TCA in the overall procurement process for the three scenarios just mentioned.	TP 14
	As Chapter II, TCA states, for any Project Implementation Order/Technical Assistance (or PIO/T) where training is required, a proposal detailing activities and costs for a minimum of six basic categories is also required:	TCA, II-9
	1. Education/Training 2. Allowance Items 3. Travel	TP 15

Session Two

TIME	PROCESS	MATERIALS
	4. Insurance 5. Supplemental Services 6. Program Administration	
10 min.	Also required are reports on the above activities and costs. NOTE: 1-5 are the same categories defended in the budgets in EX.1. Funded PIO/Ps through OIT do not require administrative costs completed on the TCA Budget Estimate Worksheet.	
	The TCA Budget Estimate Worksheet assists the project planner in budgeting for the activities selected in the Checklist of Activities. Go over the Budget Estimate Worksheet. Areas of discussion should focus on: • Participant Months • Line items add up instead of down • Complete the budget sheet for the number of years of the life of the project, e.g., year one of four years. • Five programmatic areas and administrative costs.	TCA, Append.III
	The instruction sheet on page III-2 notes that not all activities apply. The activities selected in the Checklist should match those line items for which you are estimating on the Budget Estimate Worksheet. There is also a line item for "other". A Mission may have "other" activities requiring a budget.	TCA Manual, Pg. III-2
5 min.	Tell trainees that in order to use this worksheet effectively, there are various resources in Resources,(IV) TCA Manual. The first of the Cost Containment issues which will be dealt with are: • Needs Assessment • Training Opportunities	TCA, Sec.IV

Trainer's Guide

Session Two

TIME	PROCESS	MATERIALS
	• Allowances • Sample Budgets for Academic costs.	
45 min.	Refer participants to Resources IV-1 Needs Assessment. Currently OIT is field testing a Needs Assessment. It is advisable to conduct a needs assessment prior to writing the project paper, however, the key point is whoever conducts the needs assessment should not have the opportunity to bid on the contract or conduct the project work as that constitutes a conflict of interest.	
	Training Opportunities are identified in several data bases and resource books as listed on page IV-2, Resources. AMIDEAST can be accessed through the OIT contract with PARTNERS.	Resources Pg. IV-2
	There are other resource books such as the Peterson's Annual Guides and the Institute of International Education for short courses (technical training); the College Cost Book; Best Buys; and The College Handbook which are available in most Missions in the Training Office.	
	There are new Allowance Rates (maintenance rates) for participant programming in TN 87-1, dated 10/22/87, A.I.D. contractors are told to abide by Handbook 10 and all Training Notices. Note the $945 rate for short-term maintenance; the shorter the time for required housing, the higher the maintenance cost.	
	The Advance Rate and the Transit status rate must be examined. The bottom of page 2 has a note indicating that a person on transit status must be paid appropriate status rate plus 60% of their normal maintenance for the period in transit status.	

Session Two

TIME	PROCESS	MATERIALS
45 min. cont.	Attachment I to the Training Notice deals with exceptional and high cost city per diem rates. Attachment II shows a sample calculation for reduced maintenance when a participant is on travel status.	
20 min.	Sample Budgets are found on pg. IV-4 for Public two-year institutions, Public four-year institutions, and Private four year institutions. Peterson's Annual Guides and the College Cost Book have been used as a resource for determining average college costs for both board and room and tuition. This budget is based on an academic year. Trainer should point out that the costs include a non-resident add-on as all foreign students are charged for a non-resident fee. Again refer to EX.1 and the excessive tuition costs budgeted for the Forestry student. Also, in public two-year programs or junior and community colleges, there is little on-campus housing available. The Southwest is the only area which lists housing available.	
45 min.	Once the sample budgets have been discussed, the trainer should distribute Exercise 2, TCA. Be sure to note that the Rural Agricultural Development project discussed on pages 2-3 of the handout are for informational purposes and not necessary for figuring the exercise. Trainees are being asked to construct a budget for one participant similar to the type of budget which was analyzed in EX.1. However, EX.2 requires the use of the budget estimate worksheet, the sample budgets, and the allowance sheets. The exercise should take no more than an hour to complete. Have	EX.2

Session Two

TIME	PROCESS	MATERIALS
	trainees transfer figures for the five programmatic areas to newsprint for comparison in each group. Have each group report their findings to the large group and justify their figures. Ask the question "Did you use the Checklist of Activities?" The basic differences in totals will occur in the Allowances, Travel, and Supplemental Activities if trainees used the sample budgets. For example, some groups will have the participant attend mid-winter seminars or WIC orientation. If they do, be certain that per diem and travel costs are included in the budget. Also, if the group priced a particular college, ask if they would indicate in an RFP in a funded PIO/P or PIO/T process, the college's name. In a budget estimate there is no need to price a particular college if there is going to be a response by contractors who will estimate their own proposed training sites. Ask the groups to comment on the use of the Budget Estimate Worksheet and end the session.	NP

Session Three

TIME	PROCESS	MATERIALS
5 min.	In the second session, trainees had the opportunity to first address the issues of cost containment in relation to the use of Training Cost Analysis. Session Three is devoted to the remaining cost containment issues and A.I.D. Resources of the TCA and further hands on training with the Budget Estimate Worksheet. Issues which will be addressed are: • Cost Information for both Academic and Technical courses • Rising College Costs/Inflation • Administrative Costs	TCA
20 min.	Remind groups that 1. location can contribute greatly to the increase or decrease in the cost of a program and 2. lead time is important for applications to the U.S. institutions.	
	Cost Information for Academic and Technical Training is available on pages IV-7 through 7b. This information is based on a study by Development Associates. Technical Training varies in cost from a low of $636 to a high of $8469 with the average participant month cost of $2920.	Resources
	For academic training the costs average for tuition but a figure of $5,793, national mean for a 9 month academic year is the figure used on the sample undergraduate budget for a private four-year institution.	
	The expense of going to college continues to increase. Rising College Costs are figured at approximately six and one half per cent per year for TCA budget-	Resources Pg. IV-10

Session Three

TIME	PROCESS	MATERIALS
	ing purposes. The increases have been lower at public universities because they receive government subsidies.	
	Explain that prior to dealing with Administrative costs, you want them to try more hands-on experience with TCA and the budget estimate process.	
90 min.	Distribute Exercise 3. Note: This exercise is identical to EX.2, but instead of budgeting for one participant, you are budgeting for sixteen academic trainees for four years and for twenty community leaders or short-term technical trainees. Groups will need longer to complete this exercise. They should post totals for the five programmatic areas on newsprint for report out to the large group. Have the trainees post group totals for the five programmatic areas. In addition to totals, groups should be prepared to state their assumptions for arriving at the totals. The trainer should post totals by line item on a transparency for comparison during the report out.	EX. 3 Budget Sheets Markers Calculators Newsprint Transparencies
30 min.	Ask the question, "to whom (contractor) would you award this contract and why? Points to consider: • Totals • Types of Activities • Inflation Costs • Starting times and completion times for academic trainees • Administrative Costs will vary. • How groups figured inflation.	

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Trainer's Guide

Session Three

TIME	PROCESS	MATERIALS
15 min.	Distribute the answer keys to EX. 3. These include the Illustrative Training Plan, project staffing assumptions, the Participant Training Plan Timeline, and a completed copy of the Budget Estimate Worksheet. Watch for agreement between supple mental programs and per diem, proper placement of book shipment, professional society, travel, etc. in correct years, and use of specific schools. Trainees should list their assumptions and these should be related to the Checklist of Activities. Refer trainees to the last page of the completed TCA Budget Estimate Worksheet. This page deals with <u>Administrative Costs</u> which is the last item listed on the agenda regarding Cost Containment issues.	HO 3c HO 3d HO 3e HO 3f
30 min.	Pages IV-8 to IV-8g deal specifically with administrative costs including overhead and samples of indirect cost rates. In the past, the administrative costs have been buried in the program costs. TCA will not allow this to occur. Instruct trainees that Administrative costs range form a low of $36 to a high of $6,739 with an overall average of $669 per participant month. Consider the average once the high costs and low costs are excluded. There are three acceptable methods for estimating the administrative costs associated with Participant Training: • Actual Cost Method • Benchmark • Percent of Program Cost	TCA Resources Resources, Pg. IV-8a

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Session Three

TIME	PROCESS	MATERIALS
	Actual Cost Method is the most accurate. This method includes both direct and indirect costs (see glossary); direct costs are costs such as salaries directly attributed to the project; indirect costs are those associated with keeping the business operational to carry out the project, i.e., payroll staff for contractor. It is possible to obtain salary information from old contracts, contacts, and AID/W. An example of a negotiated agreement for a contractor's indirect cost rate is found on page IV-8d.	
	Benchmarking is using the benchmark data available from studies such as Development Associates and Dau, Walker and the OIT programming agents and the cost should not exceed the average of $250.00 per participant month. Any administrative cost over this amount should only be considered if there are other in-country costs involved.	Resources
	The Percent of Program Cost method accepts the fact that precedent has been set in some federal agencies for setting a percentage rate of program costs which can be charged to administration. At this point in time, AID does not have enough cost information to establish a percentage, however, 15% is not a bad figure to use: in fact, the cost is not far off the mark used in the previous two methods.	Resources
	Again review the administrative costs figured by the groups in exercise 3. How close are they to 15% of the total program costs? Compare to the last page of Hand-Out 3d15, admin. costs in EX.3.	EX.3

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Trainer's Guide

Session Four

TIME	PROCESS	MATERIALS
20 min.	Introduce Session Four by reviewing TCA and the components of TCA which have thus far been dealt with: • Glossary of Terms • Checklist of Activities • Budget Estimate Worksheet	TCA, Appendix III
30 min.	Tell Trainees to again refer to Append. III to the Blue worksheets which are the Proposal Worksheets to be completed by all respondents to the Request for Proposal (RFP). Again, remind trainees that these are color-coded for training purposes only and that original instructions and proposal sheets are located in "Resources" of the TCA training manual.	TCA, Append. III
	Trainer should point out that the Proposal Worksheets and the Budget Estimate Worksheets are nearly identical. The process used by the Mission will repeated by the offeror who will also provide a detailed narrative to justify the budget figures proposed. The instruction sheet and the proposal worksheet should be included in the RFP.	TCA, Blue TPs
30 min.	If there are no questions or concerns regarding the <u>blue</u> sheets, refer trainees to the <u>pink</u> sheets or the Proposal Analysis worksheets in Appendix III. The trainer should transfer the line item totals from the Reports in EX.3 to the five programmatic line item totals and administrative cost totals on the Proposal Analysis Worksheets. Ask the trainees again, to whom would they award the contract? Key points to be made include: o Contracts Office must transfer figures from Budget Estimate Worksheets and	TCA, Append.III

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Session Four

TIME	PROCESS	MATERIALS
	Proposal Worksheets to this form in AID Estimate column.	
	• It can be an effective tool if the Contracts Office compares and analyzes Offeror's costs for negotiations prior to award of contracts.	Append. III Red TPs
20 min.	Distribute a copy of the Department of Labor's Proposal Analysis guide. This may assist Mission personnel who are not certain how to weight certain parts of the proposal such as cost, experience, etc. Ask the trainees how their proposal analysis occurs and who is involved.	HO-5
30 min.	If there are no further discussions of Proposal Analysis, refer trainees to the Green Worksheets in Appendix III, the Quarterly Reports.	Green TPs Append. III
	The Quarterly Reports should also be included in the RFP. It is a process by which Contractors must report what is being expensed against the budget and the number of Participant Months projected and completed. The Budget which appears in the first column is the negotiated budget not what may have been the original budget submission.	
	Additionally, the line items are the five program areas plus administrative costs (Educ./Training, Travel, Insurance, Allowances, and Supplemental Activities). On the second page of the report is a section for tracking of special items such as English Language Training (ELT) in-country vs. U.S. etc. This process assists Missions who want to track and compare costs for certain programs, or to compare contractors. This report will be a good monitoring device for Missions.	Append. III pg. III-6

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Trainer's Guide

Session Five

TIME	PROCESS	MATERIALS
5 min.	The fifth and last session of the TCA workshop is the opportunity for Missions to offer feed back not only on the training but to identify benefits of the TCA and apply TCA to the operations of their Mission.	
40 min.	Refer trainees to page IV-11, Resources in the TCA manual. This section includes cost containment ideas which have been generated from Missions and trainees from previous TCA workshops. Ask the groups to comment and share ways in which they are containing participant training costs in their respective Mission(s). Trainer should ask trainees to comment on the appropriateness of those listed.	Resources Pg. IV-11
20 min.	Following the discussion of cost containment, refer trainees to Page IV-9 for a discussion on contract monitoring. Again, refer to the TCA Quarterly Reports as being one method. Included on page IV-9b is a monitoring checklist from OIT. This checklist can be modified for use by Missions just as TCA can be modified. Once any issues of cost containment and contractor/programming agent monitoring have been discussed, the trainer should assemble groups for the last activity.	Resources pg. IV-9
30 min.	Ask the trainees to brainstorm the benefits of Training Cost Analysis. Post their responses on Newsprint. Round Robin the report outs. Once the benefits have been recorded and discussed, summarize OIT's	Exercise 4 NP

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Session Five

TIME	PROCESS	MATERIALS
	list of benefits to TCA which include: - standardizes cost elements for participant training - creates a consistent and comparable data base - measures data in consistent units as data builds up - generates cost data which can be easily accessed - provides comparative data from project to project; mission to mission - standardizes approach for costing and monitoring - measures expenses against the budget - assists in selecting contractors - provides proposal reviewers with framework for comparing training activities and costs - assists in project planning	TP 16
30 min.	Once the benefits to TCA have been discussed, review the goals and objectives for the workshop and the expectations workshop participants identified on the first day. Rather than complete a subjective evaluation, ask the trainees to post on newsprint any problems, concerns and/or recommendations for AID/W for report out to the large group.	TP 1 TP 2 NP 2 EX 4 NP
20 min.	Close the session by reviewing the TCA Process and Recommended Forms TP and tell the trainees that this part of the workshop dealing with TCA is specifically over. Invite the participants to a mini-session on the TCA Generator. This will be a demonstration of the automated version for producing a Budget Worksheet. The TCA Generator is available for all Missions requesting it.	TP 14

WELCOME TO TRAINING COST ANALYSIS

Presented by:

A.I.D./Washington
Office of International Training
and
Aguirre International

G6

EXPECTATIONS

GOALS

1) TO ASSIST AID MISSION PERSONNEL IN CONTAINING THE COSTS RELATED TO PARTICIPANT TRAINING

AND

2) TO PROVIDE AID MISSION PERSONNEL WITH AN OVERVIEW OF THE TRAINING COST ANALYSIS (TCA) AND ITS USE IN CONTAINING THE COST OF PARTICIPANT TRAINING BY IDENTIFYING, ESTIMATING AND TRACKING TRAINING PROGRAM COSTS FROM PROJECT CONCEPTION TO COMPLETION.

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WORKSHOP OBJECTIVES

UPON COMPLETION OF THIS TRAINING PROGRAM, PARTICIPANTS WILL BE ABLE TO:

- USE TRAINING COST ANALYSIS TO ASSIST IN COST CONTAINMENT
- IDENTIFY THE COMPONENTS OF THE TCA
- USE THE PROJECT ACTIVITY CHECKLIST TO ASSIST IN IDENTIFYING PROJECT NEEDS
- PREPARE A PROJECT BUDGET ESTIMATE USING THE BUDGET WORKSHEET
- DISCUSS THE BENEFITS OF THE PROPOSAL WORKSHEET IN COST PROPOSAL ANALYSIS
- TRACK OR MONITOR BUDGET LINE ITEMS THROUGH A STANDARDIZED REPORTING FORMAT

TO COMPARE, MONITOR, AND CONTAIN COSTS, IT IS ESSENTIAL THAT THE COSTS BE ATTRIBUTED TO SPECIFIC TRAINING ACTIVITIES

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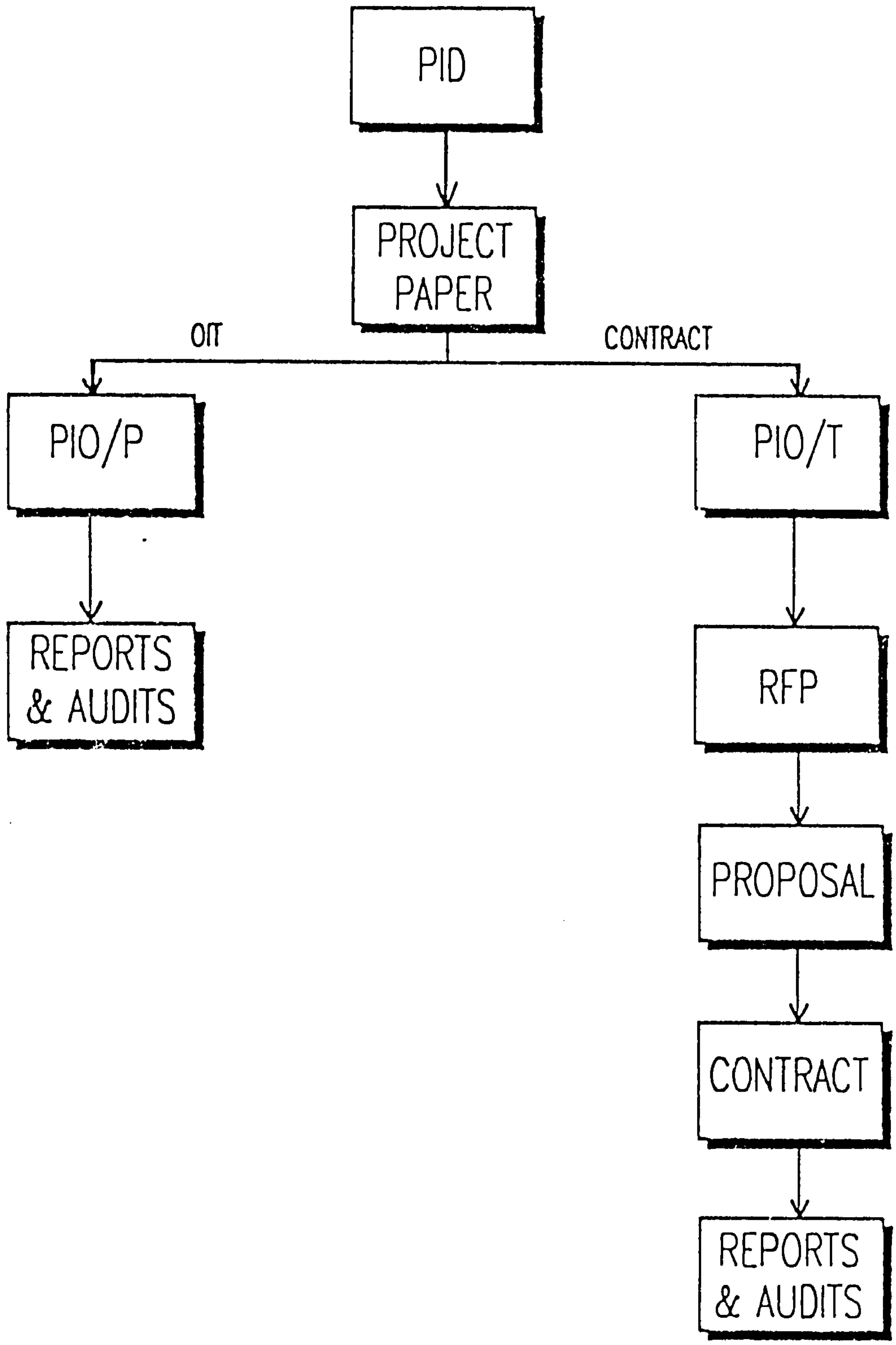
Training Design and Implementation Scheme



THE TCA IS A PROCESS WHICH ALLOWS TRAINING ACTIVITIES AND COSTS TO BE IDENTIFIED, DISCUSSED AND RECORDED UNIFORMLY

TPS

THE TCA IS <u>FLEXIBLE</u>

FLEXIBILITY ALLOWS PROJECT DESIGNERS AND IMPLEMENTORS TO SELECT THE APPROPRIATE VARIETY AND LEVEL OF DETAIL OF TRAINING ACTIVITIES FOR ACHIEVING PROJECT OBJECTIVES

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TCA RAISES QUESTIONS RATHER THAN ANSWERS

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TP.1

TCA CAN ULTIMATELY DEVELOP A COST MODEL

IN ADDITION TO CONTAINING PARTICIPANT TRAINING COSTS, THE TRAINING COST ANALYSIS [SYSTEM] WILL ALSO PROVIDE AID MISSIONS WITH:

- STANDARDIZED COST ELEMENTS FROM WHICH DIRECT COMPARISONS CAN BE MADE OF OFFERORS' PROPOSED COSTS IN RESPONSE TO THE RFP
- A DETERMINATION AS TO THE <u>REASONABLENESS OF PROPOSED COSTS</u>
- INFORMATION TO DEVELOP MORE ACCURATE UNIT COSTS

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THE NEEDS ASSESSMENT PROCEDURE IS USED EARLY
IN TRAINING COST ANALYSIS

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THE BUILDING BLOCKS OF TCA ARE:

- GLOSSARY OF TERMS
- CHECKLIST OF ACTIVITIES
- BUDGET ESTIMATE WORKSHEET
- PROPOSAL WORKSHEET
- PROPOSAL ANALYSIS WORKSHEET
- QUARTERLY REPORTS

A PROJECT TRAINING PLAN MUST SPECIFY THE FOLLOWING:

NUMBER OF ACADEMIC PARTICIPANTS

NUMBER OF TECHNICAL PARTICIPANTS

TIMING OF ENGLISH LANGUAGE TRAINING

TIMING OF ACADEMIC UP-GRADE ACTIVITIES

TIMING OF PROJECT TRAINING

PROJECTED RETURN DATE OF PARTICIPANTS

THE TCA CAN BE USED IN ALL PHASES OF THE PROJECT CYCLE:

- DEVELOPMENT OF THE PROJECT IDENTIFICATION DOCUMENT
- DEVELOPMENT OF THE PROJECT PAPER
- PROJECT IMPLEMENTATION ORDER/TECHNICAL ASSISTANCE
- RFP
- EVALUATION OF TECHNICAL COST PROPOSALS
- ADMINISTRATION AND MONITORING OF CONTRACTS
- REPORTING, AUDITING, AND FOLLOW-UP

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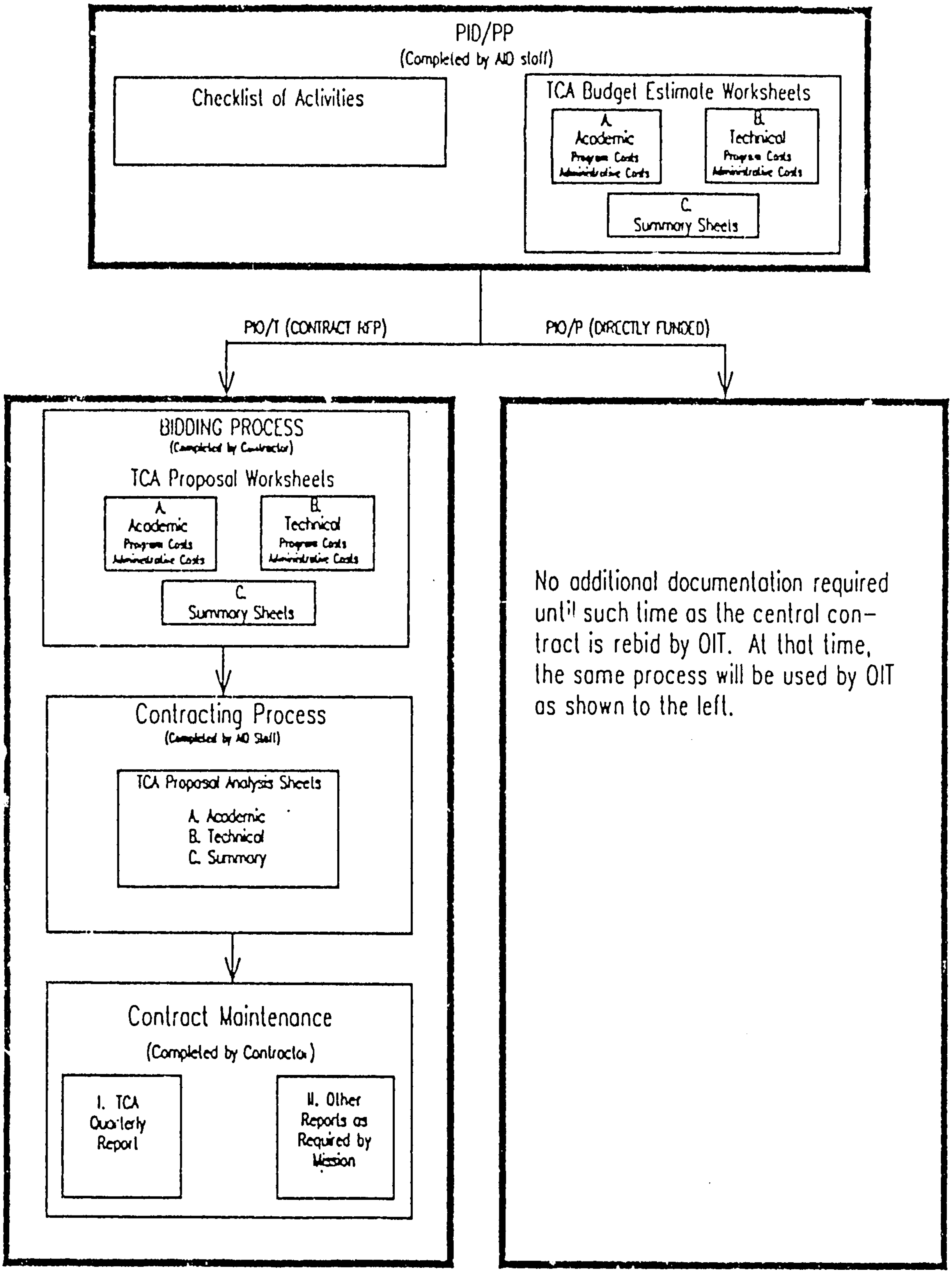
TRAINING COST ANALYSIS

Process and Recommended Forms



THE PROJECT IMPLEMENTATION ORDER/TECHNICAL ASSISTANCE (PIO/T) INCORPORATES THE USE OF THE TRAINING NEEDS ASSESSMENT, CHECKLIST OF ACTIVITIES (APPENDIX B) AND THE BUDGET WORKSHEET (APPENDIX B) FROM THE TCA.

EACH PIO/T INVOLVING TRAINING WILL REQUIRE:

1) A PROPOSAL DETAILING ACTIVITIES AND COSTS FOR A MINIMUM OF SIX BASIC CATEGORIES:

EDUCATION/TRAINING
ALLOWANCE ITEMS
TRAVEL
INSURANCE
SUPPLEMENTAL SERVICES
PROGRAM ADMINISTRATION

2) REPORTS ON THOSE ACTIVITIES AND COSTS

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